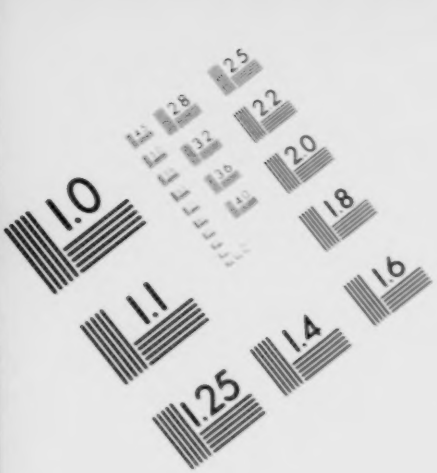


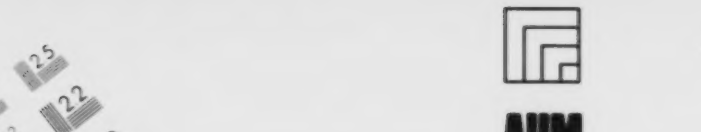


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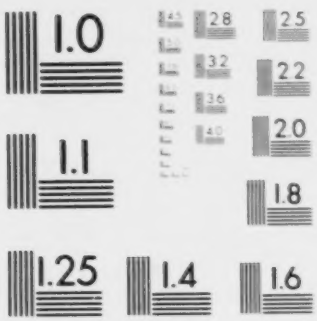


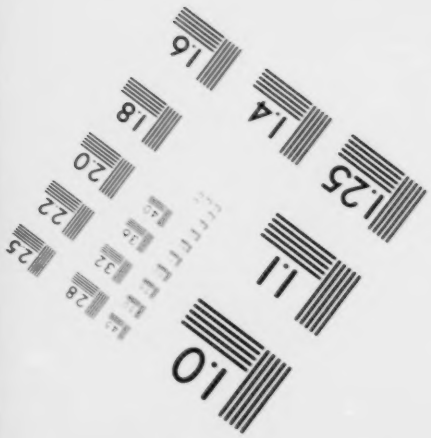


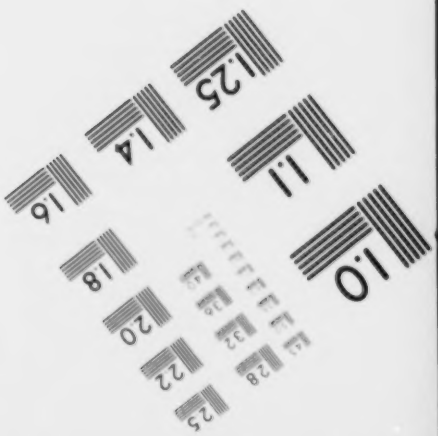


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ABSTRACT

This review of parks, recreation, leisure, and fitness studies programs within the State University System (SUS) of Florida examined the quality of curricula, characteristics of students and faculty, nature and adequacy of facilities and resources, responses to previous program review recommendations, and program progress. Six programs at four universities prepared self-studies, following Board of Regents (BOR) guidelines. BOR staff and consultants reviewed the self-studies and additional system-level data before making site visits at which they reviewed documents and conducted interviews with the president and/or provost, other central administrators, the college dean, department chairs, faculty, students, alumni, and others. This report includes field-wide observations regarding the disciplines, a systemwide report, systemwide recommendations, and reports for each program at each university, noting institutional recommendations. Results indicate that the status of Florida's programs is appropriate. The programs are strong, and the curricula are solid, but the programs need additional financial support. Four appendixes list: (1) program review consultants; (2) program review coordinators; (3) inventory of SUS degree programs in the field; and (4) a curriculum vitae for the lead consultant. (SM)

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# Parks, Recreation, Leisure, and Fitness Studies

## PROGRAM REVIEW

## State University System of Florida

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# Parks, Recreation, Leisure, and Fitness Studies

## PROGRAM REVIEW

State University System of Florida

Consultants' Report and Recommendations

Authorized and Coordinated
by the
Board of Regents
Office of Academic Programs

June, 1997

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## Preface

The review of parks, recreation, leisure, and fitness studies programs in the State University System (SUS) of Florida was conducted in 1996, with site visits occurring in November of that year. Four institutions in the SUS offer degree programs in parks, recreation, leisure, and/or fitness studies: University of Florida (UF), Florida State University (FSU), Florida Atlantic University (FAU), and Florida International University (FIU). Degrees offered include three baccalaureates and three master's in parks and recreation management, and two baccalaureate, three master's, one specialist's, and two doctoral degrees in exercise science/physiology/movement studies. Other institutions offer related tracks under other degrees, but those programs were not included in this review. Two new programs have been placed on the *SUS Master Plan, 1993-1998*: a baccalaureate in therapeutic recreation at the University of South Florida and a baccalaureate in sports therapy at Florida Atlantic University.

Dr. Tony A. Mobley served as the Lead Consultant for the parks, recreation, leisure, and fitness studies program review and visited four of the operating SUS institutions. The Lead Consultant was accompanied by Dorothy J. Minear, Program Review Coordinator from the Office of the Board of Regents (BOR), and individual University Consultant(s) chosen by each institution (see Appendix A).

The review of the parks, recreation, leisure, and fitness studies degree programs focused on the quality of the curricula, the composition and the caliber of students and faculty, the nature and adequacy of facilities and resources, responses to previous program review recommendations, and the overall progress of the programs. Each program prepared a self-study, following BOR guidelines. The self-studies and additional System-level data were reviewed by BOR staff and the consultants prior to the site visits. The University Consultants spent a minimum of one full day at the respective institutions, reviewing documents and conducting interviews. Then, the Lead Consultant and the BOR Program Review Coordinator joined the University Consultant(s) for an additional full day on campus, interviewing the president and/or provost, other members of central administration, the dean(s) of the college(s), the department chair(s), faculty, students, alumni, and other appropriate individuals.

The State University System of Florida

# Parks, Recreation, Leisure, and Fitness Studies Program Review

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# The State University System of Florida
# Parks, Recreation, Leisure, and Fitness Studies Program Review

**Lead Consultant: Dr. Tony A. Mobley**

## Introduction

### The Discipline of Parks, Recreation, Leisure, and Fitness Studies

There is enormous interest on the part of the general public in all aspects of health, wellness, fitness and sport, and leisure lifestyles. The mood of the country has shown a dramatic turn toward a concern for human values and a real interest in improving the lives of all people. The news media provide testimony to this movement almost every day. A strong human services emphasis has evolved, and recreation, parks, leisure, and fitness are all squarely at the center of this phenomenon. The development of greater physical fitness has become almost an obsession with millions of Americans. Active participants are replacing spectators in every area. There also has been a dramatic rise in interest in the arts, tourism, and many other leisure experiences. These trends represent a fundamental cultural change in society which is pervasive and certain to remain so throughout the foreseeable future.

For many years, professionals in recreation, parks, and the leisure services, along with professionals in areas traditionally called physical education, sport, fitness, and wellness, have monitored the social factors that influence their fields. These factors have included a growing spirit of participatory democracy, the rise of the individual, an increasingly global economy, significant population growth, the aging population, the increase in single-parent families and at-risk youth, population concentration in cities, the mobile population and migration to the Sun Belt, the dramatic expansion of technology, growth in disposable income, and changing patterns of the work week. All of these factors greatly influence the planning and delivery of leisure and fitness services. In the future, professionals must have a clear understanding of these social phenomena if they are to meet the demands of the new lifestyles.

While the nation is experiencing an era of unprecedented interest in safe and healthful living, in fitness and sport, and in leisure lifestyles, public agencies are reducing budgets to support these services, using the rationale that there is a greater demand on public funds for

welfare, police, infrastructure, health care, and various entitlement and other programs. Too often, contributions that parks and recreation and fitness/wellness programs can make to the reduction of some of these social problems are overlooked.

However, the American public has indicated that it is willing to pay for these programs in spite of economic and political problems. There are any number of ways to calculate the economic impact of various programs and activities and to measure expenditures in these areas. The best estimates seem to show that Americans spend more than $350 billion per year in the leisure, sport, fitness, and tourism markets. While one may quibble with the technicalities of the measurement, any amount in this neighborhood is clearly enormous. In fact, it is more than the nation spends on national defense, and it is more than the nation spends on the housing industry.

It is imperative that highly qualified professionals be prepared in colleges and universities today to lead this societal movement and fundamental cultural change. Planning for leisure and fitness in the new century will require a new breed of thinkers who can plan creative, meaningful, and effective ways to deliver services through both the public and private sectors. It is important to keep in mind that the basic mission of these professions is the improvement of the quality of life for all citizens. The goal is not simply the absence of disease or boredom; instead it relates to the fulfillment of the ultimate potential for each human being in every aspect of life-- including work, play, family activities, travel and tourism, health enhancement, creative leisure, and other areas which contribute to a meaningful, high-quality lifestyle.

***Parks, Recreation, and Leisure Studies***

The field of parks, recreation, and leisure studies contributes to the improvement of the quality of life by providing creative, meaningful leisure experiences for all citizens through (1) recreation program services; (2) services at parks, community centers, and other related areas and facilities for recreation; and (3) leisure education.

Personnel employed in this field work in recreation and park settings with individuals from all age groups, with various levels of ability and disability, and from all socioeconomic levels. Positions are generally located in municipal, county, special district, state, and federal tax-supported agencies; in voluntary youth service organizations; in commercial enterprises,

including tourism; and in public and private educational and/or rehabilitation institutions. While programs have variations in their curriculum design and course offerings, they usually are designed to prepare professionals for positions in the following four areas:

1. Recreation Program Services. These programs prepare the professional leadership which is essential to provide appropriate recreation programs. These programs include training in the diagnosis of recreation and leisure needs, program planning, administration and leadership of programs, and program evaluation. Examples of recreation programming jobs include those for recreation center directors, program specialists, camp directors and counselors, interpretive naturalists, senior citizens program leaders, armed forces recreation specialists, church recreation specialists, wilderness program leaders in state and national parks, and other similar recreational leaders.
2. Park Administration and Natural Resources Management. Natural and man-made areas and facilities are key features of recreation and park environments and require highly qualified personnel to administer them. Programs in this area train such personnel as outdoor recreation planners, park superintendents, park rangers, conservation specialists, and special facilities managers. An understanding of the natural environment, physical planning, maintenance, and operations is essential for these positions.
3. Therapeutic Recreation Services. Therapeutic recreation specialists are trained to utilize recreation programs to aid in the treatment of physically and mentally handicapped persons while they are hospitalized, as well as to provide them with recreation skills for community living. Typical employment opportunities for the therapeutic recreation specialists are found in rehabilitation centers, hospitals, educational and training institutions, correctional facilities, and community-based agencies. This training prepares individuals to assume positions as recreation therapists, directors of activity therapy, coordinators of special needs, and correctional recreational specialists.

4. Travel and Tourism. The latest and most rapidly developing area of interest in this field is in travel and tourism. Curricula at colleges and universities now include programs especially designed to prepare graduates to provide leadership in these areas. Employment is found in both the public and private sectors and includes positions in tourism bureaus at the local and state levels, convention bureaus, chambers of commerce, resorts, and a wide array of businesses and agencies concerned with the hospitality industries.

***Professional Preparation***

In the mid 1900s, colleges and universities began to offer specialized professional preparation programs in recreation, parks, and leisure studies. The entry-level degree for the profession and for those who expect to achieve professional advancement is generally considered to be the bachelor's degree. In recent years, there has been a growing expectation for one to complete the master's degree for major leadership positions in the field. Faculty and research positions in colleges and universities, as well as in certain types of public agencies, require the doctorate.

The National Recreation and Park Association, through its Society of Park and Recreation Educators, periodically conducts surveys relative to the status of professional preparation in this field. It is extremely difficult to obtain accurate information regarding the professional preparation programs. The working list contains approximately 300 institutions which claim to offer majors in this field at the baccalaureate level or above. The consultant estimates that there are only approximately 150 bona fide curricula at the bachelor's level in recreation, parks, and leisure services. It is estimated that there are approximately 75 good programs at the master's level and 15 to 18 programs at the doctoral level.

There currently are 97 programs accredited at the bachelor's level, which is probably the best indicator of the number of quality programs in the United States. This accreditation process, sponsored by the National Recreation and Park Association in cooperation with the American Association of Leisure and Recreation, first began in 1977 and has been recognized by the Council on Postsecondary Accreditation. As a result of the accreditation process,

colleges and universities throughout the country have greatly improved the quality of curricula. The consultant strongly believes that, unless an institution is prepared to commit the resources necessary for a program in parks, recreation, and leisure studies to be accredited, the program should not be offered. Each institution *must* be encouraged to meet accreditation standards if it chooses to offer such programs.

***Fitness Studies***

The field of fitness studies has evolved from physical education and sports. The roots of this discipline in terms of academic inquiry go back more than a hundred years. Colleges and universities prepare teachers for positions in physical education and health and for coaching responsibilities in public and private schools throughout the country. These graduates also go into YMCAs, YWCAs, Boys Clubs, Girls Clubs, and other similar organizations concerned with physical development and sport. Undoubtedly, the work of these teachers and coaches has had an impact on the previously described movements regarding the interest in health, wellness, fitness, and sport in the nation.

As this academic discipline has become more sophisticated, research has led to many new areas of inquiry in program development that focus on the study of physical activity. While it is an oversimplification to say that this discipline has divided into a large number of sub-disciplines, it is true that many branches of study have evolved over the last 50 years and particularly during the last 25 years. Not only has the field continued to prepare teachers and coaches, but other specializations have evolved such as exercise physiology, biomechanics, adapted physical education, athletic training, modern dance, sports communications, sports marketing and management, motor learning and control, sport psychology, sport history, sport sociology, adult fitness, and cardiac rehabilitation.

This diversification resulted from the expansion of knowledge in the field and from the growing involvement of organizations and agencies outside of the school systems in the delivery of services and the employment of professionals. This expansion was occurring at the same time that the budgets for public schools and the demand for teachers seemed to be decreasing and the interest in fitness in the country was dramatically increasing. The most recent Surgeon

General's report on physical activity and health, in conjunction with the work of the President's Council on Physical Fitness and Sports, clearly documents the benefits of exercise for high-level wellness and the maintenance of life's skills. Now it seems that the fitness business is everywhere. In addition to growth in schools, universities, and other institutions and public agencies, there has been enormous expansion in the private and commercial sectors--in fitness centers, rehabilitation institutions, the equipment manufacturing industry, amateur and professional sports, and others.

When a large majority of the graduates from traditional physical education programs were going into teaching, a teacher's certificate seemed the appropriate form of licensure, and these programs were accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE continues to accredit teacher preparation programs. However, with the developments described above, most authorities would estimate that only approximately one third of the graduates go into teaching positions, and the others choose from the wider array of opportunities listed previously.

As a result of these developments, departments of physical education in universities throughout the country have been searching for ways to more accurately name and describe the nature of the academic teaching and research occurring in these units. *Physical education* continues to be an appropriate name for programs preparing individuals to enter positions in schools and other agencies involved in teaching. However, it is not an appropriate name for many of the other areas of study and career directions. The general public must be confused by many of the departmental name changes that have occurred in universities in recent years. This field is in a state of transition, but will undoubtedly clarify its direction and arrive at a more definitive name as it determines how to best meet the needs of the society it serves.

Some institutions have chosen to adopt the term *kinesiology* because it is the study of human movement which seems to describe all of the areas listed above. Others have chosen names such as *exercise and sports science*, *movement science*, *human performance and exercise*, *health and human performance*, and other variations on these terms. It is clear that, regardless of the name variation, these programs and titles are moving toward the goal of improving the quality of life for all citizens through active lifestyles of physical activity,

wellness, and sport. Appropriate curricula have been developed in each of the areas identified above, and a high level of academic sophistication has been achieved based on scholarly research in these fields.

***Concluding Comments***

Parks, recreation, leisure, and fitness studies are growing and dynamic fields that are emerging as an extremely important part of American life. It is obvious to the most casual observer that the State of Florida, with its strong emphasis on tourism, recreation, park resources, programs for the elderly, fitness and wellness activities, sports, and similar areas, has much to gain by providing a pool of highly qualified, well-educated individuals to offer professional leadership in the fields.

**Status of Parks, Recreation, Leisure, and Fitness Studies in the State University System of Florida**

A. A general observation regarding the status of these programs in Florida seems appropriate, although it may only be stating the obvious: The State of Florida has tremendous opportunities and potential for continuing growth in parks, recreation, leisure, and fitness programs. With Florida's climate and natural resources, including the ocean, beaches, tropical environment, and all of the other things that make Florida a magnet or destination point for tourists, retirees, and residents, the State is probably unparalleled in its potential for health, fitness, and leisure activities. With the growth in population, migration, and retirement communities comes parallel growth in the demand for parks, recreation, leisure services, and fitness/wellness activities. Strong professionals are needed to administer and lead these programs. The State University System of Florida has recognized this opportunity and responsibility and has established programs at various universities to meet the need. While there are some fairly new programs in the System, some of the programs have a lengthier distinguished history of providing professionally prepared people for these fields.

B. The six programs reviewed by the team are all strong programs and have the potential to develop into even stronger programs in the future. There are large programs and some smaller programs with varying commitments to the balance between teaching and research. However, all six programs have clearly defined missions, and they are effective in moving toward their goals. Specific suggestions and recommendations for each program are included later in this report.

C. The basic curricular outline and structure for all of the programs, based on their missions, are very solid when compared to other programs around the country. The faculty members and curriculum approval bodies have done their jobs exceptionally well. Program accreditation has been sought and received, as appropriate.

D. The State University System should be proud of its faculty in parks, recreation, leisure, and fitness studies. This group is strong, with most of the individuals having an excellent academic record and excellent potential for future development. All of the individuals have a strong commitment to students in advising, teaching, and professional guidance. Most members of the faculty carry a very heavy teaching load when compared to faculty in similar universities throughout the country. The teaching loads undoubtedly are having a negative impact on research productivity, although some excellent research is underway.

E. While everyone recognizes that fiscal resources for all higher education are limited, these programs certainly warrant consideration for expanded funding. Although reallocation of resources probably takes place at the local campus level, the State University System should encourage these institutions to consider additional support for the programs. As already indicated, the State of Florida has great attraction and potential for expanded programs in leisure activities and fitness. Good academic and professional preparation programs are in place within the State University System to provide the professional leadership to meet the needs of the State in these areas. However, these programs do have some serious needs. Because members of the faculty teach a large number of students and the general overall cost for these programs is relatively low, the cost per unit credit hour generated is quite low when compared to other more expensive academic programs. Again, when compared with other programs within the various institutions, these programs

would require only a relatively small additional investment to move all of them to an outstanding level which would rank them among the best in the country. In the language of the day, the universities could get more "bang for the buck" with a small investment in these programs than in almost any other area within the institutions.

**Systemwide Recommendations**

In many ways, the observations in the preceding section represent the most important recommendation: Continue to improve and support already strong programs in parks, recreation, leisure, and fitness studies. Other recommendations follow:

1. The State University System or the individual institutions might want to consider providing some mechanism within the budgeting procedure which offers incentives for programs that are highly productive in teaching large numbers of students, conducting important research, and providing human resources for leadership within the State. Historical, incremental budgeting procedures normally work against programs in parks, recreation, leisure, and fitness studies. These disciplines are expanding throughout the nation, as indicated earlier, and some mechanism should be developed to provide an incentive for their continued growth and development.
2. This recommendation regards a procedural matter related to the review process. The category of parks, recreation, leisure, and fitness studies is an unusual combination of programs to review. Parks, recreation, and leisure studies can be reviewed appropriately as a unit within each institution in the System. However, at the national level, representatives from movement sciences, exercise science, and kinesiology programs have made a request to the National Center for Educational Statistics to change the Classification of Instructional Programs (CIP) code for these programs so that the code differs from the ones designated for both leisure and physical education. It is recommended that university personnel work with Board of Regents staff to decide appropriate CIP code placements and future review schedules for these programs.

3. Specific recommendations are included in the section for each institution. However, an analysis of the reviews of six programs in four institutions indicates that certain concerns and issues are common to all of the programs. The Review Team felt it would be useful for the State University System to be aware of these common issues.

   a. It is probable that faculty salaries are a concern for the entire State University System in most of the academic programs. It is clear to the Review Team that, in general, the faculty salaries in parks, recreation, leisure, and fitness studies, at each rank, are low when compared to similar institutions throughout the country. This situation is clearly a problem that does not have an easy solution in today's economy, but it would be very easy for other institutions to recruit the best faculty from Florida with significant salary increases.

   b. The best graduate students often are attracted to programs that offer financial support for their study and research. None of the six programs reviewed have adequate support to attract the number of highly qualified students necessary to continue to develop the type of graduate programs desirable within the State University System. Additional support should take the form of teaching assistantships, fellowships, research assistantships, etc.

   c. When viewed from the Systemwide standpoint, library services and facilities appear to be quite good. However, these services and materials are unevenly distributed among the four institutions reviewed. A concern for up-to-date library materials and services was expressed in almost every conversation with students and faculty. It is recommended that a review be conducted of the availability of materials and services to determine the best way to provide these services through a system of expanded purchase of "hard copy" materials or through the use of the many new technologies.

   d. As indicated earlier, the members of the faculty are good teachers and relate quite well to their students. Several individuals have received university-wide teaching awards and other recognition from students as well as their peers. Several members of the faculty have distinguished themselves in research. Several individuals have

been successful in attracting external funding for research. However, if external funding is not available, there is almost no internal funding for research endeavors.

In summary, the Review Team is aware that many of these issues are local campus issues, but felt that the State University System should encourage the institutions to address the identified needs and concerns which are common to all of the programs. The State University System should be proud of the parks, recreation, leisure, and fitness studies programs that have been developed in these institutions. It is recommended that the State University System commend these institutions for their work in these areas and encourage them to support these programs in a manner to achieve an even higher level of excellence.

# University of Florida

## Recreation, Parks, and Tourism

### University Consultant: Dr. Herbert Brantley

**Program**

The Department of Recreation, Parks, and Tourism at the University of Florida is well defined, and every facet of the program is sound. The faculty has been proactive to change as reflected by its response to the request by the Board of Regents to reduce the hours required for graduation. The program's success at accreditation and re-accreditation attests to the appropriateness of curriculum content and the sequencing of courses. There are no apparent articulation problems with Florida's community colleges. Students indicate that they have experienced only minor problems with course availability.

The use of an Advisory Board is well structured. Additionally, the Department receives feedback from the field when faculty supervisors work with students placed in field experience assignments.

Faculty have integrated technology into instruction as a result of the support provided with the remodeled classrooms. However, little thought has been given to distance education. Because there are a limited number of programs in recreation, parks, and leisure studies in the State, large numbers of metropolitan areas are not served. Therefore, distance education appears to be an area of great potential. However, it will be essential for faculty to have time to prepare for distance education teaching assignments and to have financial resources provided concomitantly with the offering of courses. Non-credit, professional development courses have similar potential.

During the site visit, it was reported that a faculty member in the Institute of Food and Agricultural Sciences (IFAS) was interested in developing an ecotourism program in that area. Because ecotourism is a subcategory of tourism, there is potential for redundancy if two units on campus offer such a program.

The Department of Recreation, Parks, and Tourism wants to initiate a Ph.D. program under the existing degree of Human Performance. It is the consultant's opinion that the faculty

has matured to the point where failure to take this step would be detrimental to faculty development. A pool of potential students exists within the State of Florida. Additionally, placement of graduates would be assured. However, the establishment of a doctoral program involves costs in resources and faculty time. Concern expressed here is drawn from what is perceived to be a lack of additional resources to make the move viable. Faculty already have heavy teaching loads. Also, sufficient financial support is needed to attract excellent doctoral students. If several associate instructorships and/or research assistantships could be assured, then these objections would be diminished.

**Students**

Students admitted to the recreation, parks, and tourism program generally succeed, due in large measure to the selective admission standards that have been agreed upon by the faculty. These standards are raised periodically. There is a continuing need to balance faculty allocations with increased enrollments. So far, the balancing act has worked well. One can only hope that additional faculty will be provided as enrollment increases.

The Department badly needs several graduate assistantships. Assistants could provide support for faculty in teaching, research, and service areas. Such support would be particularly helpful for faculty members with excessively heavy teaching loads.

The Department has been successful in efforts to attain diversity in the student body. This diversity is enhanced, no doubt, by the gender and ethnic make-up of the faculty. Advising is done well at considerable cost to the faculty. Plans are progressing to employ an academic advisor, thus centralizing undergraduate advising within the Department. There can be pros and cons to such an arrangement, but the faculty appear to have adequately addressed any concerns prior to moving forward with this proposal. Placement has been successful. Again, this is a credit to the faculty and the University.

**Faculty**

It is apparent that the Department of Recreation, Parks, and Tourism has enjoyed excellent leadership for many years. Faculty members acknowledge their good fortune in having had

leadership which has moved the Department forward during a cycle of substantial growth. With a system of participatory governance, the Department has minimized any of the problems normally associated with such growth. The Dean and the Central Administration are to be commended for having the foresight to invest in new leadership that will move the Department into an even more central role at the University of Florida. New faculty hires have further emphasized this major move to research-centered activities.

The Department has placed a heavy emphasis on teaching, with teaching loads ranging from three to five courses per semester. Steps have been taken to reduce these loads, particularly for faculty who are interested in and positioned to increase research output. The latter is essential if the Department hopes to maximize its more recent pattern of hiring. Further, if plans proceed to add a Ph.D. program under the existing Human Performance degree, then faculty must be held to a higher standard of scholarship. It should be noted that it will not be reasonable to expect older members of the faculty who have had heavy teaching loads for their tenure at the University and who have not been expected to maintain focused research suddenly to have their work assignments driven by the Department's desire to add the Ph.D. with its research needs.

Commendation is to be extended for the diversity of the faculty. Retirements have led to a reduction in the average age of the faculty. The female/male ratio is satisfactory. It is apparent that there are few, if any, recreation, parks, and tourism programs with a better ethnic minority balance.

Teaching loads are extremely heavy. Given these conditions, the Department will not be able to sustain a service and research agenda which compares favorably with programs in other major research institutions. The leadership is to be commended for taking steps to alleviate the problem by reducing the teaching loads for a couple of faculty who have demonstrated the ability to manage a research agenda. It is less evident that University resources will be sufficient to maintain this initiative. Neither is it certain that any resources will be provided to help the Department in its attempt to improve scholarly productivity. If the institution does not provide a foundation of support, faculty efforts at external funding will be seriously jeopardized. The faculty will be asked increasingly to do more with less which will lead to frustration and

lower morale. The result could be a reduction in the teaching excellence for which the Department has been known. One further word of caution is offered: Some faculty may teach more while others emphasize research. However, all must maintain some balance among service, teaching, and research activities. The faculty will be judged collectively. Two or three faculty cannot create a view of the Department of Recreation, Parks, and Tourism which is favorable among peer institutions. The team approach has served the Department well, and it should be continued as the mission is adjusted.

Salaries of faculty appear low when compared to those at other major state universities. This problem is exacerbated by the absence of faculty development funds. Faculty constantly struggle to maintain contact with client groups and to participate in professional organizations; these activities in turn bring credit and visibility to the University. Faculty members are to be commended for their accomplishments to date in spite of very limited support. It has been suggested that grants and contracts be written in ways which provide funds for professional travel, but this approach can be problematic, and the Department should not have to depend heavily on this means of obtaining resources for professional development.

The Department has been successful in recruiting volunteer adjuncts. It is predicted that when the "newness" wears off, it will become difficult, if not impossible, to maintain this initiative. Again, the word is caution. Minimal institutional support could enhance departmental control. If one is being paid even a small amount, accountability is improved.

**Facilities and Resources**

Physical facilities and space are outstanding. The Administration is to be congratulated for its vision in planning and facilitating the remodeling and expansion of the College's headquarters. In almost every measure of adequacy and suitability, the facility is judged to be A+. For the Department, it appears that space for teaching assistants (TAs) and research assistants (RAs) will be inadequate as external funding efforts increase. This problem may be easily solvable at the Dean's level.

Allocations to cover office expenses seem to be inadequate. However, this problem may be fairly widespread across the University. A case could be made that academic units should

not be required to choose between support services and faculty lines, particularly when heavy teaching loads are standard procedure and student/faculty ratios are becoming more unfavorably skewed.

Faculty expressed the need for additional clerical support. The consultants concur, but they do not believe that this need overshadows other needs. On average, the Department has a greater need for clerical support than some similar departments and has more support than other departments. This problem is not the first which needs to be fixed.

The Department's non-limited access status creates a problem when the University's fiscal resource allocations do not follow enrollments and credit-hour production. In higher education there has always been an inherent lag between increases in enrollment and increases in resources. The consultants could not ascertain in the limited time available that any of the mechanisms in place were institutionalized in a way that would help programs which were experiencing growth. Thus, faculty will continue to look for ways to control enrollment while giving the appearance of "openness." The problem rests with criteria which may be used but which have not been authenticated in terms of predicting success in practice.

**Responses to Previous Program Review Recommendations**

The improvement of the Department of Recreation, Parks, and Tourism has been steady and consistent whether in response to external evaluations or to self-studies. In the most recent five-year review, faculty were encouraged to convince more graduate students of the need to write theses. The numbers of students choosing the thesis option since that time are enviable. The experience gained by faculty bodes well for plans to offer a Ph.D. degree because they have had more opportunities to supervise student research. At the same time, the thesis option has provided students with tools of research which will be beneficial both in doctoral study and in practical applications.

The approval for continuing accreditation by the National Council on Accreditation which was received by the University in late October, 1996, is further affirmation that the curriculum is in good shape. Accreditation was granted with no identification of major problems with the undergraduate program.

**Strengths, Needs, and Recommendations**

***A. Strengths***

The faculty is positioned to move to the next level of excellence. Morale is high due in large measure to the leadership in the Department and in the College. Students are supportive of the program and of the faculty. Alumni and area professionals have great confidence in the Department--its history, its present, and its future. The space provided by recent remodeling has been a boost to all--faculty, staff, and students. The curriculum, having undergone major revision in order to meet the 120-hour mandate, appears to be working. There is no doubt that the curriculum falls within the upper quartile of programs nationwide using any accepted measure of determination. Library services are outstanding with a staff dedicated to providing support as needed to the faculty and students.

***B. Needs and Recommendations***

1. The Department is seriously underfunded. Class size is high for a "professional" program. Support for staff development and enhancement is restricted. Enrollment is expected to increase in spite of efforts to manage it. There is not optimum support for operational expenses. Juggling and innovation will soon have been exhausted. Support which is, at least, marginally tied to enrollment and credit-hour production is essential. It should be noted that the cost per credit hour in this department is quite low.
2. It is recommended that the faculty remain committed to the provision of outstanding instruction. Changes in direction should always be studied in light of their impact on teaching.
3. During the past two years, faculty grant writing has resulted in many successes. The number and quality of the projects have been impressive. Faculty must have time to pursue these ends. If proposal writing continues to be an add-on, after-hours activity then success at the present level will not be assured.

4. Steps should be taken to stop efforts to develop an ecotourism program in IFAS until the Department of Recreation, Parks, and Tourism has been able to define its position regarding an appropriate relationship and degree of involvement in this sub-area of tourism. It appears that an incursion by another campus unit would be redundant.
5. The Department of Recreation, Parks, and Tourism should exercise caution with plans to establish a Ph.D. program within the Human Performance degree. There will be costs in resources and faculty time. If several associate instructorships and/or research assistantships could be assured, then these concerns would be lessened.

# University of Florida

## Exercise and Sport Sciences

### University Consultant: Dr. Jerry R. Thomas

**Program**

The Department of Exercise and Sport Sciences has four levels of curricular programs--physical activity classes, an undergraduate major, a master's degree, and a doctoral degree.

A. Physical activity classes generally are taught by graduate teaching assistants (TAs). This approach is consistent with other major research universities. TAs can be a good source of inexpensive teaching, and the assistantships provide support for students accepted into the graduate program. The Department of Exercise and Sport Sciences has a non-tenured faculty line devoted to supervising the TA instruction--a very positive feature of the program.

B. Another positive aspect of the program is that undergraduate major courses are taught by faculty. The undergraduate major has five track options, all of which have a set of core courses that are required of all students. The prerequisites for the core courses are reasonable. *The core is somewhat larger (25 credits) than in similar programs.* Often the core is defined as the knowledge base anyone in the field (regardless of later specialization) should have. Within this definition, typical areas of content knowledge include exercise physiology, biomechanics, motor development/control/learning, history and philosophy of sport/physical activity, and sport psychology (social/exercise). Sometimes an introductory course and a culminating course also are included. This type of core typically has 15-21 credits and leaves any teaching methods, administration, assessment, etc., to be included in subsequent specialization courses. Additionally, the core science classes (exercise physiology, biomechanics, motor development/control/learning, and maybe sport psychology) would typically be three credits and have a laboratory experience associated with each one. These core courses basically fall within

the life and social sciences, and generally laboratory experiences are expected in those areas to reinforce content learning.

*Removing the limited access status from the undergraduate major is likely to create problems.* With more than 400 majors (as well as master's and doctoral students), faculty and laboratories have a high level of time commitment. Given the current popularity of exercise and sport in this culture, removing the limited access status is likely to result in a doubling of the number of majors within 5 years. Based on conversations with the Dean and Vice Provost, the College and University cannot reallocate sufficient resources to accommodate this type of increase. If the limited access status is removed and resources do not immediately follow enrollment growth, the result will be larger class size, less effective advising, less effective instruction, reductions in research productivity, and reduction in stature of what has recently become a nationally visible graduate program.

C. The requirements for the master's degree with its areas of specialization seem appropriate and well constructed. The balance and rationale provided for some areas to require a thesis and some a clinical internship are solid and to be commended. Some concern exists (from students) about the number of students relative to the number of faculty in athletic training (AT). Based on the number of both undergraduate and graduate students seeking AT as an area of specialization, the Chair and faculty may want to carefully monitor the teaching loads in this area. This situation could become increasingly problematic if there is interest in developing some type of doctoral specialization in athletic training with physical therapy (discussed later under doctoral programs). The faculty and Chair have carefully addressed the need for multiple faculty in any given specialized area. This approach to planning is sound and should be continued.

D. Doctoral programs are available in two areas: exercise physiology and motor behavior. A sound approach was used in developing these two areas: The Department hired nationally visible scholars, developed good laboratories, selected areas in which demand was present, and carefully planned with allied areas of support (e.g, Medical School, Psychology). The faculty and administration should be commended on this process. Doctoral students graduating from this program are successful in finding good positions and in becoming

contributing scholars and professionals. The next national evaluation of doctoral programs may indicate that this exercise and sport sciences program has moved into the top 15, and possibly the top 10, among about 50 doctoral programs nationwide. Exercise and sport sciences faculty and the University must be patient because the ranking of an emerging high-quality doctoral program always lags its actual status.

The Department of Exercise and Sport Sciences is considering expanding the Ph.D. program in two areas: (1) biomechanics and (2) a more clinically oriented combination of athletic training (AT) and physical therapy (PT). Graduates in both of these areas are in high demand, and quality Ph.D.'s would find jobs in higher education, medical settings, and industry. *It is recommended that the Department use the planning process and criteria that have proven successful in the past--the Department should go slow, hire visible senior scholars, and develop good laboratories.* The faculty and Chair should consider whether the AT/PT combination fits under the current research-oriented Ph.D. degree program. A Ph.D. in Rehabilitative Science is currently under review at the Florida Board of Regents. Perhaps a specialization within that interdisciplinary program in AT/PT would be more appropriate. Certainly the viability of this option should be evaluated. In any case, steps should be taken to ensure that there is no duplication between the two degrees. *Again, caution should be exercised by the Department of Exercise and Sport Sciences to consider the current loads and resources in athletic training before making this move.* It is important that the Department not destroy what appears to be quality (though heavily loaded) undergraduate and master's programs just to have a Ph.D. As the faculty in Exercise and Sport Sciences well know, Ph.D. programs carry inordinate amounts of cost in terms of faculty effort and needed resources.

The Department of Exercise and Sport Sciences has good linkages with the Medical School through the Center for Exercise Science. Additionally, the Department has forged links to the College of Health Related Professions with athletic training, exercise physiology, and motor behavior. Other units on campus that the Department has established links with include Education, Veterinary Medicine, Physiology, Psychology, Gerontology, and Athletics. The

success of this outreach to other academic units reflects the interdisciplinary nature of exercise and sport sciences, as well as the fact that other units have high regard for the Department.

**Students**

The Department of Exercise and Sport Sciences has high admission standards for the undergraduate program, moderate standards for the master's program, and high standards for the Ph.D. program. *One point should be noted: The use of a composite score of 1000 on the Graduate Record Examination (GRE) as an entrance requirement may be inappropriate according to Educational Testing Services guidelines.* First, scores on the quantitative and verbal portions of the GRE probably should not be summed. Additionally, using a GRE score as a cut score for admission decisions may be inappropriate. This process appears to be present Systemwide and should be evaluated carefully.

The current number of undergraduate majors is probably appropriate when considered in light of the number of graduate students, faculty, facilities, and budget. *As indicated in the previous section, caution should be used in the removal of the limited access status of the undergraduate major in exercise and sport sciences* . Retention rates and graduation rates appear reasonable. Students in physical education and athletic training are successful with regard to national exams and licensure.

The number of TAs seems reasonable, although two issues should be considered: *First, the pay rate for Ph.D. graduate teaching assistantships is very low and certainly restricts the Department's ability to be competitive for the best students.* Although quality faculty and laboratories can attract students, when exercise and sport sciences at UF is competing against a program of similar quality, the amount of the graduate teaching assistantship and the tuition waiver (out-of-state and in-state) play a significant role. In this instance, the Department needs to offer a stipend level comparable to that offered by other top-ranked Ph.D. peers and not just other research universities in the southeast. In addition to addressing the competitive aspects of this issue, universities should be morally obligated to supply doctoral students with a stipend on which they can survive.

Undergraduate advising appears strong. Having a centralized advising system has resulted in fewer advising errors, and students seemed pleased with both the access to faculty and the advice they receive. Faculty are available for professional and academic advising. The consultants had little opportunity to learn about advising of graduate students, but no issues were raised in that regard.

Doctoral students have been placed in good positions. In addition, employers indicated that interns and graduates were well prepared. Several very positive comments were offered regarding current interns and former graduates; the faculty's concern for students and their supervision of interns also were favorably noted.

The diversity of students is good, particularly at the undergraduate level. At the doctoral level, diversity is not as evident but probably is influenced by the low level of TA stipends.

**Faculty**

The faculty in the Department of Exercise and Sport Sciences are excellent. The faculty and Chair have done an outstanding job in faculty recruitment, hiring, and retention over the past ten years. During this time, the Department has moved to a Ph.D. program in exercise and sport science. Faculty hires have been focused to support the overall program but particularly the two areas of specialization in the Ph.D. program. This focus is evident when one looks at grant activity, scholarly publications, laboratories, and graduate students.

The Department Chair was hired about ten years ago, and, since then, the Department has risen in national visibility and has developed the Ph.D. program. Comments from the faculty indicate support for the Chair and the direction he is taking the Department. Both new faculty and long-term faculty have been effectively integrated into a dynamic academic unit. Both the faculty and the Chair are commended for working well together in this effort.

The Department of Exercise and Sport Sciences produces a high number of student credit hours at a low cost. The University should consider rewarding a productive unit with increased funding, especially since the demand for the major is high, teaching loads are heavy, and graduate student stipends are low.

Teaching loads are higher than would be expected for a department with a Ph.D. program in a Research I institution. However, the Chair has done a good job in differentiating teaching loads among faculty with different levels of scholarly productivity. In addition, the faculty seem to have accepted this process as it was intended--everyone should contribute a full effort; some contribute more in teaching, whereas others contribute more in research.

Given the relatively heavy teaching loads, scholarly productivity is good. As would be expected (since efforts have been focused there), scholarly productivity is greatest in exercise physiology and motor behavior. Grant activity to support research also has been highest in these two areas. Faculty in both areas should continue their efforts to obtain federal funding for their research, particularly from the National Institutes of Health (although obtaining funds is certainly very competitive). Athletic training also has been very effective in obtaining outside funding, mostly for placing athletic trainers in school settings. While this funding may not carry the overhead and visibility of research funding, it provides valuable support for students and demonstrates the clinical involvement of athletic training with the community. Encouragement of those efforts should continue as they are very valuable to the Department of Exercise and Sport Sciences and to the University.

The faculty ratio of males to females is 2:1. Attention should be focused on hiring female scholars. The faculty lacks ethnic diversity. This is compounded by relative low salaries (next section) so that recruiting minority faculty is difficult. The Department might consider seeking several strong minority Ph.D. students, supporting them with reasonable stipends, and then hiring them as faculty. This "grow your own" idea needs College and University support to make sure tenure track positions are available when a selected minority student completes the Ph.D. program.

Faculty salaries are not high but may be competitive in the Southeast. The Department of Exercise and Sport Sciences will have a hard time attracting senior faculty for the future expansion of programs given the current salary structure. The Chair already has demonstrated the only way to make this work--seek outstanding mid-career scholars from other Southeastern institutions. This Department would not be competitive for quality mid-career or senior scholars from Big Ten or Pac Ten institutions within the current salary structure.

**Facilities and Resources**

With the renovation of Florida Gym, the Department of Exercise and Sport Sciences has excellent teaching, research, and office facilities. The building is very attractive and has state-of-the-art teaching facilities, good laboratories (although the Center for Exercise Science could stand renovation), good equipment (although the need to upgrade and maintain equipment is always on-going), and a nice advising center. Both faculty and TA office space is very nice.

One noted resource weakness is technical support for the laboratories. Neither a biochemistry technician nor a computer programmer is available, and much of the laboratory work depends on that type of support. It is assumed that faculty and students are doing most of this work. However, such an arrangement is not conducive to high productivity or securing external funding. The Department and College should consider seeking this type of support for the research laboratories, maybe even at the expense of a faculty position.

Library resources are reasonable, although budget reductions have had a substantial impact on holdings. However, electronic ability lessens some of these problems. Having the Medical School is also beneficial for library holdings for exercise and sport sciences, particularly in the life science area.

**Responses to Previous Program Review Recommendations**

No previous program review was available.

**Strengths, Needs, and Recommendations**

Following is a summary of strengths, needs, and recommendations as excerpted from the complete report.

*A. Strengths*

1. Overall, this Department is strong and has excellent programs, faculty, and facilities.
2. Over the past 10 years, the Department has made excellent hires of young faculty.

3. The renovation of Florida Gym has provided an excellent teaching, research, and office facility.
4. Diversity appears good among students, particularly undergraduates.
5. The Department produces many student credit hours at a low cost.
6. Laboratory equipment is generally good, although maintenance, replacement, and upgrading are problems everywhere.
7. Progress is being made in securing external funding.
8. Good interdisciplinary links to other academic units have been made.
9. Placement of Ph.D. students has been good.
10. External funding for placement of athletic training students is a very positive feature.

***B. Needs and Recommendations***

1. The graduate assistants' level of pay is very low and needs to be improved if the Department of Exercise and Sport Sciences is to be competitive. In addition, it is unfair to expect the level of work required for the level of pay provided.
2. A second (and more senior) faculty member is needed in biomechanics, especially if the Ph.D. program is to be expanded into that area.
3. Consider whether to remove the limited access designation to the exercise and sport sciences undergraduate major.
4. Consider whether there are too many courses (credits) in the core, and consider adding labs to the core science classes.
5. Athletic training seems to have a particularly heavy demand at both the undergraduate and master's level. Additional faculty may be needed, especially if expansion into a Ph.D. program is considered.
6. If the Department of Exercise and Sport Sciences expands the doctoral program into the area of athletic training/physical therapy, the Department needs to ensure that there is no duplication with the proposed Ph.D. program in rehabilitative science.

7. Laboratory technical support is needed, particularly in biochemistry, but probably in computer programming, too.
8. Develop a means to increase faculty diversity.
9. Seek more external funding, with a particular focus on the National Institutes of Health.
10. Reconsider teaching loads, as they are very heavy for a Research I unit with a Ph.D. program.
11. Do not move into new Ph.D. specializations without adequate faculty and research facilities.
12. Increased funding is needed in the non-personnel budget. The Department of Exercise and Sport Sciences is a productive and cost-effective unit and deserves increased support.
13. Consider being more vocal about exercise and sport sciences productivity relative to cost. Seek increased University reallocation based on this logic.

# Florida State University

## Recreation and Leisure Services Administration

**University Consultants: Dr. Phillip S. Rea & Dr. Carol A. Peterson**

Florida State University (FSU) offers a baccalaureate degree and a master's degree in recreation and leisure services administration, and therapeutic recreation currently is a specialization within the program. A separate review for therapeutic recreation would have resulted in an unnecessary duplication of information. This report will present information for the overall program first. When and where there is additional information related to therapeutic recreation, it will appear following the generic material.

### Program

The curriculum in recreation and leisure services administration at FSU is an efficient, high quality program with an excellent State and regional reputation. Due to the limited access classification of the program, combined with an excellent application and selection process, most undergraduate students demonstrate better-than-average academic success and a considerably higher commitment to the recreation and leisure services professions. However, graduate enrollment has declined over the past few years to the point that it is difficult to offer graduate classes with sufficient enrollments to maximize the graduate experience.

Due to limited faculty resources, the focus of the undergraduate program is on the generic processes needed in all recreation and leisure services professions, with five emphases achieved through courses in allied programs. The process-oriented curriculum enables the program to provide a very efficient professional education program with limited faculty resources. The conceptualization of this curriculum is innovative, effective, and efficient. Quality and content do not appear to be sacrificed through the diminished number of credit hours or courses required in the major. Because the recreation and leisure services administration undergraduate curriculum is a two-year, upper-division program, it has experienced no problems in the implementation of standardized prerequisite courses. Courses in the undergraduate program are

well sequenced to provide an excellent professional education foundation and to enable students to progress toward their degrees in a timely manner within the 120-credit-hour restriction. Interviews with undergraduate and graduate students confirmed the availability of courses when needed. Five areas of emphasis have been developed through the identification of packages of courses offered by other FSU academic units. The development of these emphases has strengthened the program without the need for additional resources and will enable it to better articulate specific career opportunities to potential students.

The focus of the FSU curriculum as an upper-division program facilitates articulation with Florida community colleges. The program has been proactive in working with the recreation program at Tallahassee Community College (TCC) to assure ease of transfer. Faculties of FSU and TCC continue to explore additional collaborative activities to facilitate the development of a sound background for students interested in earning a baccalaureate degree in the field.

The FSU program has recognized its limitations in providing undergraduate and master's degree programs with a limited faculty base and has responded by emphasizing quality over quantity. The limited access classification of the program has not only resulted in relatively high quality students but also in excellent academic and career advising assistance that extends beyond the completion of students' degrees.

The program excels at communicating with professional practitioners through its policy of visiting in-state practicum students. The faculty also have a high level of involvement in State and regional professional organizations.

The program was initially accredited by the National Council on Accreditation in 1978, two years after accreditation for recreation, parks, and leisure studies programs was made available. The program has been reviewed three times for reaccreditation, most recently in 1993. No major concerns were found in that review; however, two minor concerns were identified: (1) an excessive use of adjunct faculty, and (2) a need for additional computer training for students. Both of these concerns have been addressed: Adjunct faculty currently teach only 10% of the professional core courses as opposed to 42% in 1993, and student computer facilities and instructional programs have been improved.

A request has been submitted to change the name of the degree program from Leisure Services and Studies to Recreation and Leisure Services Administration. The new title better defines the program to potential students, University colleagues, and professional constituents.

**Students**

The recreation and leisure services administration undergraduate admission standards are consistent with the limited access admission criteria and assure higher quality students than otherwise would be expected. By limiting program admissions to 70 students per year, and by requiring a 2.5 GPA, interviews, references, and work or volunteer experiences in recreation settings, instructional and advising services are matched with faculty resources. The expectations and knowledge requirements for the therapeutic recreation students also are facilitated by the limited access designation. This specialization must prepare students well enough to pass a demanding national certification exam in order to be eligible for the majority of positions in the field. Applied assignments and other highly participatory learning situations are possible and facilitated by the limited enrollment. (About one third of the total number of students in recreation and leisure services administration are in the therapeutic recreation specialization.)

The graduate admission standards are fairly typical of master's degree programs in recreation and leisure services. The graduate program is able to accommodate more students than are currently enrolled. The policy of requiring up to 19 credit hours of undergraduate course work in addition to the master's degree requirements for students lacking an undergraduate degree in recreation or leisure services may be a deterrent to graduate program applications and enrollment. If undergraduate courses are required of graduate students, they should be in the form of prerequisites, and attempts should be made so as to not mix graduate students in courses with first-year undergraduates.

The program does not have an adequate number of graduate assistantships, nor is the amount of the stipend for the two assistantships that are available adequate to compete with other graduate programs in the State, region, or across the nation. The program has been successful in developing assistantships in partnership with the University Union and with

campus recreation. Externally funded projects also have provided opportunities for financial assistance to graduate students. The use of graduate assistants is appropriate in that none are given independent responsibility for classes, but a supervised teaching experience is available for graduate students interested in pursuing a career in college teaching.

Faculty do an excellent job of encouraging students to participate in professional activities, and a student majors organization is active in raising funds to support graduate and undergraduate student participation in those activities. The program also does an excellent job in promoting outstanding academic success through its Beta Chapter of Rho Phi Lambda, an honorary fraternity for recreation, parks, and leisure students, with approximately 30 chapters across the nation.

The program excels in matching advisors with students with similar interests. In addition, the "assistant in recreation and leisure services administration" is very effective in orienting new students to the program and in arranging internships compatible with student interests and career goals.

Female enrollment is approximately double male enrollment, which is not unusual for an undergraduate recreation and leisure services program that emphasizes therapeutic recreation and programming.

**Faculty**

Of the program's six faculty, five are female, and all are Caucasian. As faculty are hired in the future, emphasis should be placed on the employment of males and/or minorities. On an interim basis, the program should consider the addition of male and/or minority adjunct faculty.

The recreation and leisure services administration curriculum has excellent leadership within the program as well as at the Department level. Both the Department Chair and the curriculum leader have received unanimous support of the faculty and are recognized nationally for their leadership.

The faculty in the Recreation and Leisure Services Administration Department are excellent teachers as demonstrated by three of six receiving Teaching Incentive Program Awards in the past three years, and another being selected for a third year as an international

invited instructor. Faculty workload, as defined by teaching and advising responsibilities, is reasonable. As a faculty, productivity as measured by scholarship and external grants and contracts is adequate and well distributed among scientific journals as well as those serving practicing professionals. Overall, faculty scholarship is reasonable with a record of continuous contributions in a variety of publications ranging from peer-reviewed research journals with a very low acceptance rate to texts and professional periodicals. It is particularly impressive that a faculty recognized for excellence in teaching would also be productive in generating external funds and in publishing in highly respected publications.

The faculty has been very effective in the development of five undergraduate emphases, each of which entails a recreation and leisure services administration student taking four to six courses in other academic units. This exceptional level of cooperation is not found at many colleges or universities but is critical to the FSU program in providing areas of specialization without having to employ faculty to support those areas of study.

The faculty has an excellent reputation among external professional constituents, particularly within the State of Florida, as demonstrated by grants and contracts from State agencies. The program also has been proactive in working with faculty and students from Tallahassee Community College in facilitating their articulation to FSU. In addition, FSU faculty are highly recognized as leaders by recreation and leisure service practitioners, as demonstrated by their involvement in leadership positions within State and national professional organizations.

The provision of $400 per faculty member every third year for professional development is totally inadequate given the costs associated with travel and training, as well as the ever-increasing need for continuous professional development resulting from changing technology.

Faculty salaries in the Recreation and Leisure Services Administration Department are surprisingly low, particularly for a Research I university. Based on a recent study of recreation and leisure services faculty salaries at peer institutions, the FSU salaries are at least $5,000 behind at the associate professor level and $15,000 behind at the rank of professor. The Chair's salary is at least $25,000 behind the mean of chairs and heads at peer institutions. The FSU program does not currently have faculty at the assistant professor rank.

At the time of the last BOR review, the FSU program was over-reliant on part-time and adjunct faculty who taught over 40% of classes. That situation has been corrected. Currently, there is one adjunct faculty member who teaches one course each semester.

**Facilities and Resources**

The program has adequate faculty office space, relatively modern classrooms of varying size and configuration, conference rooms, and a common area for student use. Faculty and students within the program also have access to an excellent computer instructional laboratory and a learning resource center that functions as a combination reserved-reading and study area.

One of the weakest areas of the program is its library resources. Faculty and students commented that many journals, books, and other resources are not available on campus, thus requiring extensive use of interlibrary loan, primarily from the University of Florida. This observation is equally true for the therapeutic recreation specialization.

Support personnel for all programs are available in the Department Chair's office. While this is not an optimal location, faculty seem pleased with the turn-around time for the preparation and duplication of manuscripts, tests, etc. Many of the faculty are accustomed to doing most of their own word processing.

**Responses to Previous Program Review Recommendations**

The 1991 State University System review of the FSU program in leisure services and studies identified two major, interrelated concerns: (1) The program had not received authorization to add a much-needed faculty member to support its enrollment, and (2) the attitude of the leadership in the College of Education was that the program was "peripheral" to the College mission. That report recommended a change in the administrative home for the program if the faculty situation was not addressed.

Other recommendations included increasing financial support for graduate students, increasing library holdings to support the discipline, and maintaining the faculty emphasis for graduate students to pursue the master of science thesis option.

The faculty situation has been addressed and resource allocation to the program, while minimal, is consistent with other programs in the Department and College and adequate relative to the current number of students.

Financial support for graduate students is still insufficient to be competitive in attracting an adequate number of high quality graduate students to have an impact on the program's scholarly productivity. The faculty has responded by developing graduate assistant funding through the University's intramural program and the University Union. While these opportunities provide financial support for graduate students, they are external to the program and do not provide research support for faculty.

**Strengths, Needs and Recommendations**

***A. Strengths***

Considering the size of the faculty and the allocated resources, the Recreation and Leisure Services Administration Department is an unusually stable and high quality program. Some factors that contribute to its success are as follows:

1. There is a capable and committed faculty consisting of excellent instructors who also are productive as scholars and have achieved recognition for professional service at the State and national level.
2. There is a well-conceptualized professional core of courses that focus on knowledge and processes related to the delivery of leisure services.
3. The good use of faculty resources to appropriately address the curricular needs of both undergraduates and graduate students is a strong attribute.
4. A quality fieldwork and internship component is in place.
5. Developing and sustaining an excellent student-centered program beyond good instruction and advising is a continuing strength of the program.
6. There are many capable and loyal alumni who provide support and context to the students and program.

### *B. Needs and Recommendations*

1. Efforts should be made to develop additional graduate assistantship opportunities with campus, community, and State recreation service entities and through grant and contract activities.
2. Improvements should be made in the provision of effective and efficient systems to access library resources within the State University System libraries.
3. While the FSU program is recognized for its strength, and indications are that graduates are very pleased with the education they receive, periodic surveys of graduates should be conducted to assure that their needs are met, that they are gaining professional employment, and that academic programs are current and in keeping with the needs of employers.
4. Efforts should be considered to attract more male and ethnic minority enrollment at the undergraduate level.
5. Diversity within the faculty is also desirable. Since it is not likely that there will be immediate changes in the current faculty, the use of male and minority adjunct faculty is recommended.
6. Efforts to increase graduate enrollment might include programmatic changes such as reducing the number of prerequisite undergraduate courses to an appropriate level, scheduling classes that accommodate working students, and the development of distance learning opportunities to serve working students in the highly populated areas of the State where no active graduate programs are available. Off-campus and/or distance learning graduate programs might be offered in conjunction with other State universities. In order to be competitive with other universities, it may be of value to explore the possibility of creating one or more specializations at the graduate level. Therapeutic recreation is certainly a viable choice given the current faculty expertise and needs of the field. Undoubtedly, the lack of financial support for graduate students is a major factor in the low enrollment.

7. Because of the relative size of the program, and its limited resources, a strategic plan should be developed to carefully focus the program's energy and resources. The plan should reflect professional, State, and University changing needs and directions in ways that maximize FSU resources and strengths. In addition to the above recommendations, other issues such as new degrees (e.g., B.S. in Therapeutic Recreation), the administrative location of the unit, an undergraduate enrollment increase, and external funding should be considered within the strategic planning process.

# Florida State University

## Movement Science

### University Consultant: Dr. B. Don Franks

The movement science graduate program at Florida State University (FSU), housed within the Department of Nutrition, Food, and Movement Sciences, is alive and well. The faculty and program provide a nice balance of research appropriate for a Research I university, practical clinical application for students interested in fitness and allied health professions, and service to a large number of students wanting to major in movement science at all levels.

The FSU movement science research and graduate program has a rich history, having been recognized as one of the top programs in the country. The program, individual faculty members, and students continue to be widely recognized.

**Program**

The Ph.D. and M.S. programs have appropriate sequences of courses, clinical experiences, and research, with adequate prerequisites. The faculty should consider providing more flexibility in the Ph.D. program, including more emphasis on research and less on formal classes.

Although there is no formal degree in exercise science at the undergraduate level, many students interested primarily in exercise science choose one of the tracks under the current degree in nutrition. They are in fact now being advised and taught by the movement science faculty. A separate B.S. degree in exercise science is strongly supported. This addition will allow the students to choose between nutrition and exercise science and have the degree accurately reflect a student's program of study.

The College of Human Sciences has an excellent structure and program to enhance development activities. Therefore, the Department should conduct its development activities in coordination with the College. Selection of a Departmental advisory committee to provide programmatic input for the faculty should be considered. The program has a major gift pending, which should be used to establish an Endowed Chair and a Center for Human Performance.

The movement science program appears to have good linkages with appropriate related disciplines (e.g., nutrition and neuro-, bio-, and behavioral science) in terms of research and teaching. Movement science faculty provide human anatomy and physiology to many students throughout the University. There is limited service collaboration with other agencies outside the University (e.g., activity in schools and recreational settings, other human services).

Technology is widely and appropriately used in research and laboratory sections of classes. However, there is little use of technology in lecture/discussion classes and no distance learning at this time. The library is inadequate for faculty and students in terms of its current holdings. This deficit could be partially offset with increased efficiency in inter-library loan and electronic services, so that any faculty or student request could be filled within a reasonable time period (e.g., 48 hours). There appears to be an electronic retrieval system available for faculty.

Although *movement science* is a descriptive name and can be justified theoretically, it has not caught on throughout the State or nation. It is suggested that the faculty consider the same name for all of their degrees--graduate and proposed undergraduate. *Kinesiology* would be more consistent with the national trend; however, *exercise science* seems preferred by the current faculty and would be consistent with trends in the State.

**Students**

The movement science program has appropriate entrance requirements for students. The number of students is adequate, although a modest increase could be managed with the current faculty. The program needs to recruit minority students for both degrees and more female Ph.D. students. The current graduate assistants are well trained and well utilized in the program. The students are encouraged to participate in appropriate professional organizations.

The graduate advising is generally good. The current practice of having students identify Ph.D. advisors prior to entrance into the program should be a requirement for admission. The M.S. students need a better orientation, which would introduce them to the research interests of potential advisors and would ensure selection of advisors early in the first semester. The graduation and retention rates are acceptable for exercise physiology, but low for motor behavior.

Additional support for graduate students is needed. Several forms of support are provided through the State, University, and College budget processes. The program coordinates some graduate assistantships through outside agencies (e.g., a local hospital wellness program) and research grants. The increasing undergraduate demand for anatomy and physiology, exercise physiology, and motor learning will require additional teaching assistantships. Additionally, the University may want to consider having movement science graduate assistants teach some of the physical activity courses. This option could be accomplished by leaving the courses and credit hours in the College of Education, or by moving some of the more fitness-related courses into the College of Human Sciences.

Graduates of the program have been competitive for excellent positions in fitness programs and as university faculty members. Informal reports indicate that former students currently are in good exercise science positions. However, the program might benefit from the initiation of more formal evaluations of the performance of graduates.

**Faculty and Staff**

The movement science faculty has good teachers and advisors, and conducts research published in quality journals and presented to appropriate scholarly societies. The research quantity and quality ranges from good to excellent. There is a critical mass of faculty for both exercise physiology and motor behavior. There appears to be good collegiality and internal cooperation among the faculty. The faculty relate well to others in the Department in nutrition and health promotion, as well as to colleagues in neuro-, bio-, and behavioral science. The program has a good gender balance, but minority faculty and younger faculty are needed. The faculty workload needs some attention. Although there is agreement with the concept of differentiated loads which allow faculty to spend more or less time on research and teaching, there is very little room for flexibility in a group this small. The increasing demand for undergraduate teaching and advising will diminish the scholarly productivity of the faculty. Future faculty should include full-time teaching clinical faculty who are devoted exclusively to undergraduate teaching, advising, and supervision of clinical experiences. There is a need to identify and protect potential research stars.

The secretarial support staff appears to be adequate for the current faculty. Laboratory technicians are needed for the research and teaching laboratories.

The previous Department Chair (from movement science) has good national visibility and provided leadership for the development of a very good and efficiently run program. The new Department Chair (also from movement science) has a good vision for where the program should go and appears to be off to a good start. Periodic evaluations of the Chair by the faculty, staff, students, and the Dean are recommended.

Faculty members have the potential to obtain sabbatical leaves, with limited travel support. Faculty salaries are low compared to the region, not to mention to major Research I universities. Associate professors are about $5,000 below and professors are about $10,000 below the minimum one would expect at their rank and with their credentials. The current faculty, teaching assistants, and support staff provide the nucleus for the program. The pending gift plus supplementary College, University, and other gift funds should provide for a Center Director/ Endowed Chair, secretary, laboratory technician, and appropriate equipment for the research laboratories associated with the Center.

Undergraduate advising needs to be addressed. It is recommended that there be either a College or Department advising center with a staff director and peer advisors who do the routine advising, with faculty available for consultation on academic issues.

**Facilities and Resources**

The space being used in Montgomery Gymnasium and the projected space in the Sandels Building are adequate for the program and the proposed Center. Sandels is now being renovated, and Montgomery is scheduled for renovation in a few years. Research and teaching equipment is outdated and increasingly in need of repair, replacement, or upgrading. The operating budget is generally very low and inadequate for this type of program. Larger classrooms are needed and should be provided in the renovated Sandels building. The research laboratories need to be separated from the teaching laboratories (in exercise physiology, motor learning, anatomy and physiology, and proposed biomechanics). At the current time, the class demand leaves little time and equipment for faculty and student research.

The library holdings appear to be weak in the movement science area. Both faculty and students report trouble finding many of the journals needed for their research and classes.

The pending $1,000,000 gift plus supplementary College, University, and other gift funds should help to provide personnel and appropriate equipment for the research laboratories associated with the Center. Additional equipment for the teaching laboratories in Sandels should be included in the renovation package. It is recommended that Montgomery Gymnasium include the proposed Center for Human Performance, including biomechanics, motor control, and exercise physiology research laboratories, and offices for the Center director, secretary, technician, laboratory directors, research assistants, and seminar rooms. The Sandels Building would include teaching laboratories for human anatomy and physiology, exercise physiology, and motor control and biomechanics, large- and medium-sized classrooms, small seminar/conference rooms, and offices for the Department Chair, support staff, faculty, teaching assistants, laboratory technicians, the advising center, and a computer center.

**Responses to Previous Program Review Recommendations**

No previous review available.

**Needs, and Recommendations**

*A. New Resources*

Several major improvements can be implemented in the movement science program with a modest increase in resources:

1. Provide additional support for graduate students.
2. Recruit minority faculty and younger faculty.
3. Recruit minority students for both degrees and more female Ph.D. students.
4. Provide laboratory technicians for the research and teaching laboratories.
5. Increase faculty salaries.
6. Increase the operating budget, especially for equipment.
7. Provide staff to handle routine undergraduate advising.
8. Provide full-time teaching clinical faculty who are devoted exclusively to undergraduate teaching, advising, and the supervision of clinical experiences.

9. Increase the library holdings in journals identified by faculty and students.

### *B. Part of Current Plans*

The following recommendations can be included in current and on-going plans for the campus. Some of these items may already be included in the plans; others may require supplementary support:

1. Funding should be provided to provide personnel and equipment for research laboratories.
2. Provide offices, larger classrooms, equipment, and technicians for the teaching laboratories in the renovated Sandels building.

### *C. Current Resources*

The following recommendations can be achieved without any additional resources:

1. Continue the M.S. and Ph.D. programs in motor control and exercise physiology.
2. Add an exercise science undergraduate degree.
3. Assign the current facilities in Montgomery Gym and the anticipated facilities in the Sandels Building to movement science and to the proposed Center.
4. Assign one person to coordinate Department/College/University efforts to design and implement new Center plans.
5. Identify and protect potential research stars.
6. Improve the orientation for M.S. students.
7. Develop a plan to increase graduation and retention rates.
8. Provide more flexibility in the Ph.D. program.
9. The Department should coordinate development activities with the College. Consider a Departmental advisory committee to provide programmatic input for the faculty.
10. Consider having the same name for all related degrees.
11. Increase service collaboration with other agencies in the future (e.g., activity in schools and recreational settings, other human services).

# Florida Atlantic University

## Exercise Science/Wellness Education

### University Consultant: Dr. Jere D. Gallagher

**Program**

The exercise science/wellness education program in the Department of Health Sciences recently has undergone great change. Within the past ten years, Florida Atlantic University (FAU) has discontinued the physical education teacher certification program, has moved the exercise science/wellness education program from the Boca Raton Campus to the Davie Campus, and has merged the program with communication disorders, medical technology, and physical therapy to form a Department of Health Sciences in the College of Education. Within the next 10 years, the Department of Health Sciences is expected to become a School of Allied Health.

The current program in exercise science/wellness education is focused on developing leaders for the exercise/wellness industry. Instead of focusing strictly on theoretical scientific preparation, faculty members have emphasized the practical component for both the undergraduate and graduate degrees. The faculty is giving consideration to expanding their offerings along health promotion lines. For the geographical area in which this program is housed, the program has found a niche where it can be successful at providing a unique program and at placing graduates.

Both the undergraduate and graduate degree programs are focused on developing practitioners who will be the leaders in the exercise industry who promote wellness. The undergraduate B.S. degree includes courses in exercise science, wellness, and business, in addition to requiring supervised experiences at approved internship sites. The faculty might want to consider, where appropriate, expanding the cognate area of business. Other areas of concentration to consider could include cardiac rehabilitation, motor learning/control, and pediatric exercise science. The graduate degree, currently an M.Ed., also focuses on developing the practitioner. However, because the students are not obtaining teacher certification, the M.Ed. is an inappropriate designation. The degree should be a master of science degree.

The prerequisite course work required of undergraduate students in exercise science/wellness education has not yet been standardized across the State University System, because some of the programs exist as tracks under other degrees. The specified prerequisite course work at FAU is an important part of the program and must remain in the degree requirements whether or not the courses are considered prerequisites for entry into upper-division coursework.

The course work appears to be properly sequenced with a 60-credit requirement at the upper division. Because many students attend part time, they need to have access to course scheduling information far enough in advance to effectively plan their programs of study. Courses with multiple sections and courses taught by different instructors each term need to be standardized.

The Coordinator of the physical therapy program works closely with the faculty in exercise science/wellness education. The physical therapy students will be taking some of the exercise science/wellness education core courses. The Department will need to give further consideration as to if and how communication disorders also might build from a common core. The physical therapy Program Coordinator has been cooperating with the Center for Complex Systems at the Boca campus.

As the faculty continues to work with the faculty in the other programs in the Department and the program continues to increase in size, the faculty needs to consider expanding course requirements at the undergraduate and graduate levels to include a background in motor development and motor learning. Sociocultural aspects of movement and exercise also need to be integrated throughout the course work.

The exercise science/wellness education program has a balance between adjunct faculty and permanent faculty teaching the required academic courses. The self-study indicated 50% of the course work was taught by adjunct faculty. This number is inflated due to the large number of service course offerings. Approximately 80% of the professional majors' course work is taught by full-time faculty. The adjunct faculty teach the majority of field work/application classes.

Articulation between the community colleges and FAU appears to be sufficient. Meetings are scheduled periodically to advise community college advisors of the program and its requirements.


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The faculty in the program integrate the use of technology into course work and fieldwork. Last year, one course in exercise science/wellness education was offered through the Internet. Throughout their coursework, students are introduced to current software for health, nutrition assessment, and exercise testing.

**Students**

At first glance, there appears to be a large number of students admitted into the undergraduate program, but who are not attending. The low graduation rate can thus far be explained by the fact that many of the students attend on a part-time basis and do not complete the degree in two years. Given current circumstances, retention and graduation rates from exercise science/wellness education appear to be appropriate.

There are adequate numbers of majors at the undergraduate level, but the number of master's degree students needs to be increased. Although the program is advertised in selected regional exercise physiology publications, the program should receive greater exposure in more popular journals and at universities throughout Florida and around the country. The pamphlets and brochures that advertise the program need to clearly explain the program. The current brochure is inconsistent in its discussion of specializations in biomechanics, sports medicine, and cardiac rehabilitation.

The admissions standards appear to be adequate, although the use of the GRE score is questionable. It appears the program is requiring a composite score, and 800 seems to be quite low.

Currently, the program has four graduate student assistantship positions, two in the Department and two in the new exercise facility. The training of the assistants is thorough, and the students work with the faculty in the development of their teaching/laboratory assignments.

A survey of previous graduates has not been conducted. Last year, the faculty started to develop a survey for previous graduates, but, with the change from Departmental to program status, they suspended data collection. At this point, the faculty should complete the survey.

At a meeting of several employers of the graduates of the program, it was evident that the graduates were highly respected. The employers, however, did feel that the students needed additional practical experience, even at the expense of more theoretical course work. The

students complete a semester practicum class and an additional semester of internship; therefore, in the consultants' opinion, it appears that the emphasis on theoretical knowledge and the emphasis on practical experience are balanced.

Students who were interviewed expressed respect for the full-time faculty and indicated that they felt that their advisement was appropriate. The students reported that advisors were accessible and that faculty members were concerned about their academic well-being.

**Faculty**

There was a major change in faculty at the end of last year, with three of seven faculty leaving the institution. The faculty who left obtained advancement in their careers, as opposed to accepting lateral moves. As the program advertises for three new faculty positions, the search committees should remain cognizant of the current race/gender distribution in the program. One of the faculty searches has been upgraded to the associate professor rank. This change is important because there are currently only one full professor and two assistant professors for the program. An associate professor will provide additional leadership capabilities.

A Department Chair and Program Coordinator need to be appointed immediately. The Associate Dean of the College of Education is acting Department Chair and Program Coordinator. With the many changes that have taken place in this program, the faculty have expressed that they feel a bit like they have lost their identity and that they do not have sufficient input into decisions that affect their future.

The faculty members have been productive in publishing research even with a three-course teaching load. Their research has been published in journals such as *Psychological Reports* and *Medicine and Science in Sports and Exercise*. They also have presented research papers at regional American College of Sports Medicine conferences. Several faculty have received internal funding and/or have applied for external funding for research.

Teaching is reviewed by the Department Chair and the students. The faculty should discuss procedures for review of teaching to determine whether they feel peer review would facilitate improved teaching. The procedures for the review of teaching, whether by peers or by the Department Chair, need to be clearly stated. The students, however, do complete a more formal evaluation.

Faculty members receive support for travel to professional meetings and for the development of their laboratories. Given the merger with other programs in the Department of Health Sciences, the exercise science/wellness education faculty salaries are consistently lower than the average in the other programs within the Department. Salaries should be reviewed using market comparisons.

New faculty and adjunct faculty are given a faculty handbook that was developed last year. This document includes pertinent information regarding University policy. Specific training sessions are not conducted.

**Facilities and Resources**

With the completion of the new building, the facilities and resources at the Davie campus of Florida Atlantic University will be exceptional. The current facilities are inadequate. The current offices in temporary units appeared adequate, although the faculty had to leave the building to use the restroom. The major concern expressed by the faculty was in the lack of "activity" space. Several service courses require the use of gyms and field areas. Cooperation in sharing space with the adjacent community college needs to be strengthened.

The library appears to be developing the resources required by the students and faculty in exercise science. There does seem to be confusion, however, regarding book and journal orders. Appointing a program coordinator should alleviate this miscommunication.

Given that all faculty have computers, the secretarial staff is appropriate. One full-time secretary works for seven faculty. A graduate student assistant and work-study students fill in where appropriate.

**Responses to Previous Program Review Recommendations**

The exercise science program has not been previously reviewed.

**Strengths, Needs, and Recommendations**

*A. Strengths*

1. The exercise science program has undergone tremendous change in the past five years and is fortunate to have the full support of the University. The ten-year plan

for the Department is to expand into a School of Applied Health Sciences. With appropriate planning, the integration of all faculty in the Department, and the leadership of the Associate Dean and the Program Coordinator in physical therapy, Florida Atlantic University has the potential to be the first in the country to integrate training in motor behavior, exercise physiology, health promotion, and physical therapy to develop a better health care practitioner.

2. The FAU exercise science/wellness education unit is one of the few around the country which is able to continue to build and strengthen its program. The faculty members have been able to hire replacement positions and increase the number of faculty lines. Currently, FAU is advertising for three replacement faculty positions, one at the associate professor level. As the exercise science/wellness education program continues to integrate with the other programs in the Department, the faculty must continually revise their curricula and hire faculty whose expertise cuts across the traditional program lines.
3. The future of the program appears to be driven by the faculty and not restricted by a lack of funding. Since moving from the Boca Campus to the Davie Campus, the faculty has been able to develop research and teaching laboratories even before a new building is completed. The faculty has been instrumental in the design of the new building and will be allowed to equip the new laboratory facilities.
4. The physical therapy program and the exercise science/wellness education program will be linked, with students taking a common core and then specializing from an exercise/movement science base. The linkage of physical therapy, exercise science/wellness education, and communication disorders will be unique. The alignment of the programs with efforts at the Center for Complex Systems at the Boca campus is positive.

***B. Recommendations***

1. The faculty members in the program need to critically analyze their vision for the future and set goals to accomplish their plan.
2. In the interim, the master's degree needs to be changed to an M.S.

3. The faculty need to develop a survey of graduates. The survey should focus on gathering information regarding the placement of graduates and information to be used for the continued improvement of the curriculum.
4. A Program Coordinator and Department Chair need to be appointed immediately. These hires will probably lessen the unease of the faculty regarding the development of physical therapy and some of the miscommunication surrounding library holdings.
5. The Department needs to continue to evaluate how the communication disorders program will be linked with the programs in physical therapy and exercise science/wellness education.
6. There is some concern about the salaries of the faculty in exercise science/wellness education in comparison to other faculty in the Department. This situation needs to be reviewed as new faculty are hired.
7. The exercise science/wellness education program at Florida Atlantic University is currently a strong program but will need continued support if it is to develop its tremendous potential for the future.

# Florida International University

## Parks and Recreation

**University Consultant: Dr. Douglas A. Kleiber**

The parks and recreation academic programs at Florida International University are located within the Department of Health, Physical Education, and Recreation (HPER), which sits administratively within the College of Education (COE). Also within HPER are programs in exercise physiology, athletic training, and K-12 physical education. (The latter program recently was reviewed by the National Council for Accreditation of Teacher Education and the Florida Department of Education. Athletic training and exercise physiology are reviewed briefly at the end of this report.)

### Program

The programs in parks and recreation represent the full spectrum of areas that are commonly reviewed through the accreditation process of the National Recreation and Park Association/American Association of Recreation and Leisure (NRPA/AALR). These areas include parks management, leisure service management, and therapeutic recreation. The therapeutic recreation (recreation therapy) curriculum in HPER at FIU is more highly elaborated than most other programs in the country and surpasses requirements for general accreditation. Course work in marketing and legal liability in parks and recreation management also is more elaborate at FIU than at most other institutions. A sport management curriculum, currently a track in physical education, also shares substantial course work with the recreation management curriculum. Graduate course work is offered in parks and recreation management, recreation therapy, and sport management.

The syllabi for courses in recreation therapy and recreation and park management reflect a contemporary treatment of the subjects in those areas. The texts and listed background readings were current, and the outlines were consistent with those from other institutions that have been reviewed for the purposes of accreditation by NRPA/AALR. Exceptions included the absence of course work dealing with recreation for individuals with disabilities (for non-recreation

therapy track majors) and course work in outdoor recreation. (Syllabi for other courses in the Department of HPER were not reviewed.)

With respect to standardized prerequisites, few are required for this curriculum, although courses in anatomy and physiology generally are taken, as appropriate, before courses in recreation therapy. Students entering the program in the fall semester take courses in a recommended sequence. Students entering the program in the spring semester are sometimes out of sequence in the courses they are able to schedule. The number of credit hours required for the BA/B.S. degrees is appropriate, although this issue may have to be revisited if and when accreditation status is sought for the program. Existing courses may need to be consolidated or revised to accommodate course work addressing all accreditation standards. While courses are only offered once per year, they generally are offered at a predictable time.

Community college preparation appears to be adequate and appropriate for beginning this major. The Department Chair is in close contact with a community college representative regarding expectations for students who want to enter the parks and recreation program.

An advisory board of practitioners and alumni provide professional information and curricular input to the recreation therapy program. The other programs have no such advisory committees. The former Metro-Dade County Parks and Recreation Director served as a one-person advisory board for the recreation management area before his death in 1995. He was effective in rallying alumni and professionals to support program initiatives as needed. With his loss, a new advisory and support structure, perhaps including a variety of people, is needed.

There are no institutes or centers of special relevance to the recreation and park management program areas. But the hospitality management program in the School of Hospitality Management on the North Campus offers courses that are used for a minor in hospitality and tourism management. One of the most popular options among students is the business management and entrepreneurship minor in the College of Business. Similarly, students with an interest in resource management can receive a certificate by taking a sequence of courses in environmental studies. These options are important for students in the program and have an integrating function with respect to the rest of campus. Nevertheless, the fact that the hospitality program is at FIU's North Miami campus appears to be an impediment to greater

exchange between the programs, though such a relationship should still be cultivated, since the programs have much in common.

There is very little evidence of the special use of technology or distance learning in the classrooms. This situation may change when the program moves to the new College of Education building where a computer laboratory will provide Internet resources for all students in the Department.

The Department of HPER is exploring the possibility of offering the sport management undergraduate and master's degree programs with park and recreation management rather than with physical education. Students at both the bachelor's and master's levels want to see sport management reflected on their diplomas. The primary rationale for this change, however, is that sport management students take more course work in park and recreation management than in physical education.

One difficulty in the program at present is the number of split (graduate/undergraduate) courses being offered. The combination presents problems to both graduate and undergraduate students, although effective measures have been taken in all split courses to extend the course work for graduate students, asking more of them in the process. When interviewed, both undergraduate and graduate students indicated that they would be happy to have two or three such courses, seeing some benefit from the mix, but more than that were seen as an impediment to learning. Split courses have been necessitated both by the limited number of available faculty and by graduate numbers that have been regarded as too low to justify separate courses. However, in some courses the graduate numbers are up sufficiently to now justify this separation.

Generally, the program in recreation and park management can be regarded as healthy and contemporary. New faculty are needed to enhance and maintain the integrity of the offerings; but the courses as taught at present, many by adjunct faculty, are well designed and appear to be meeting the needs of students. The filling of the two open positions with new faculty will provide the program with needed enrichment, however, and will reduce the effect of having the same instructor teaching a variety of courses to the same students.

**Students**

Appropriate admissions standards, set by the University and the College of Education, exist for both undergraduate and graduate programs. There is some need for flexibility at the graduate level in allowing students who have substandard GRE scores (below 1000) to qualify if their undergraduate GPA is high enough, and an appeal process is available to students who are denied at both levels.

The number of majors (38 undergraduates and 7 graduates, according to the self-study) is appropriate given the single faculty member and five adjunct faculty who are currently teaching in the program. These numbers are an underestimate of demand for the courses, however, as many students are in the process of matriculating into the program, and classes are mostly full. Other potential growth exists because of recently initiated programs which have been developed for field personnel from State and national parks in the region and personnel from area municipal recreation departments. Furthermore, the number of sport management students (approximately 15 undergraduates and 3 graduates) taking park and recreation management courses adds to the picture of a program operating with respectable levels of enrollment.

The 16 B.S. degrees awarded in parks and recreation administration and the 6 in sport management reported for 1995-96 are reasonable and appropriate given the number of students matriculating into those programs, as are the numbers for the master's programs in those areas. However, the interest in these programs is high enough to anticipate increases in these numbers in the next few years, especially with the replacement of the two recently departed faculty.

While there are no licensure examinations that students take, students in the recreation therapy program typically sit for the National Council for Therapeutic Recreation Certification (NCTRC) examination. Indeed ALL graduates in the recreation therapy program in 1996 sat for the exam, and all passed with an average score of 65 which was right at the national average for that year (64.9). While another national certification exam has been developed recently for graduates and professionals in the park and recreation management area (the Certified Leisure Professional Exam), no preparation for this examination/certification process is currently offered at FIU. It may be useful to at least make students aware of this opportunity in the future, although at present this certification is not required for employment. By contrast, passing the NCTRC exam is required for most recreation therapy positions.

While there are no graduate assistantships provided to the parks and recreation program from State budgets, the two grants acquired in the recreation therapy program in recent years have supported graduate students in that area, and they accordingly have provided the Department with a variety of services related to instruction, program management, research, and grant administration. No formalized training program for graduate assistants was identified.

A meeting with employers of graduates from the parks and recreation management and recreation therapy programs revealed a wide variety of employment settings and a high degree of satisfaction with the graduates employed. Several employers noted that the FIU recreation therapy students they have hired are better prepared and more professional than those from any other academic therapeutic recreation programs. Whether this group of employers is reflective of others not in attendance is difficult to ascertain, however, and it is recommended that the Department take steps to obtain more complete data on graduates on a regular basis. (It should be noted that the College of Education is developing a plan for contacting graduates.)

Recreation therapy students are well organized into a club (Association for the Advancement of Recreation Therapy) which includes current undergraduate and graduate students as well as others who have recently graduated. This organization is very active and is involved in professional as well as social endeavors. There is no comparable organization in the areas of parks and recreation or sport management, although such a development would be clearly beneficial to students in those areas. Opening up the other club to those students would likely dilute the club's appeal and effectiveness.

With the departure of full-time faculty, the burden of advising at present has been left with the remaining faculty member in the area (who also serves as Chair of the Department of HPER) and the temporary faculty member in recreation therapy. However, there were no indications that students have felt shortchanged in the process.

Of the students enrolled in the fall of 1995, approximately 40% were Hispanic. This diversity was facilitated to a great extent by the recreation therapy minority student (TRUST) grant from the U.S. Department of Education. More students have been admitted recently through this program; but only one African American student has been admitted to HPER through 1996. This is an area for improvement, but the Department's progress with respect to

minority recruitment more generally, and the acquisition of a grant to help with the process, is commendable. Gender distribution appears to be relatively even in all programs.

Generally, the response of students, alumni, and employers to the request to meet with program reviewers, as well as the review of the materials provided, suggested a very active, committed, and enthusiastic student group, especially, but not limited to the recreation therapy program. Students completing the program appear to have ample opportunities to perform effectively in the positions they assume.

**Faculty**

The three faculty in the HPER program working in the area of parks and recreation through 1995-96 were all male, as were nearly all of the adjuncts used in recent years. By virtue of the departure of two faculty, the current 1996-97 staff is made up of 1 male and 1 female (temporary, 1 year) who are full time and two female and two male adjunct, part-time faculty. There are no minority faculty members. Attention should be given in the search process to finding a qualified woman and/or minority candidate among the applicants.

The Department Chair is well regarded both inside the University and beyond. By virtue of his experience with the program and having been an Associate Dean for a time, he apparently has the confidence of upper administration at both College and University levels. He also is appreciated by all HPER faculty for being conscientious and approachable and additionally by the faculty and students in the park and recreation programs for his intellectual leadership, that being the area of his academic training and contribution to the curriculum. Additionally, he provides leadership in the sport management program where his expertise in marketing and liability issues is appreciated as an integral part of the program. Beyond the University, alumni and professionals in the field recognize him for his commitment to the field and ability to be innovative with respect to meeting continuing education needs and facilitating student placements.

As reported, the productivity of the programs in recreation and park management, particularly in the recreation therapy area, had been quite high in recent years. Not only were faculty well published, they were also successful in obtaining grants. But the two most productive faculty have recently left, and while the grants remain at FIU, their considerable

research talents and productivity have gone with them. The remaining full-time faculty member, the Department Chair, is nationally known for his expertise in the areas of marketing and liability, but Departmental instability, the impact of Hurricane Andrew on both the Department (The roof was blown off the Department's building.) and his personal situation have hampered his own productivity. Having ultimate responsibility for five major programs in the Department and most of the course work in recreation, park, and sport management has not allowed him time to develop his own scholarly activity. The addition of two replacement faculty hopefully will not only bring an infusion of scholarship, but will allow the Department Chair to further develop his own work as well.

With respect to the quality of teaching in the parks and recreation programs, there was little hard evidence to go on; but when alumni, employers, and current students were queried in group sessions, there were good indications that the skills taught in the program enabled students to effectively assume professional positions upon graduation. The limited criticism offered reflected an inherent contradiction: A few former and current students were critical of the lack of real-world, practical experience which had been offered in the instruction of one of the recently departed faculty members, and they expressed an appreciation of the adjunct faculty filling in who had such experience; on the other hand, other current students felt the need to have "real faculty" (presumably meaning academically trained, doctorate level) to at least complement professional adjuncts who were not particularly prepared for teaching in higher education. Better training of adjuncts is needed when they are to be used. It is noteworthy that the University has instructional resources and faculty development opportunities that are available to temporary adjuncts as well as full-time faculty; but often adjuncts who are otherwise employed do not have the time to avail themselves of these resources. For that reason, it is important that the Department Chair or sponsoring faculty member provide some level of supervision and support to adjuncts. It is worth reiterating, however, that adjuncts in this program must be regarded as a strength from the standpoint of bringing current professional experience into the classroom.

The adjunct and full-time faculty in parks and recreation seem to operate harmoniously, especially given the recent departures. The assembled staff appears to be operating efficiently and effectively with good secretarial support and the confidence and support of other faculty and

staff in the Department and College. There was no evidence of difficulty in the external linkages with the School of Hospitality Management, the Department of Environmental Studies, or the Department of Special Education, where program components are shared. Elaboration of the interface with Hospitality--especially around the subject of travel and tourism management--has been limited to some extent by the fact that unit is on another (the North Miami) campus of FIU. As technological resources expand, so might that relationship.

The resources for faculty development are managed largely in the College of Education office, where funds are made available for participating in an "Academy for the Art of Teaching" and for other types of instructional development. The Department Chair makes available monetary resources for travel and the acquisition of teaching-related resources. Salaries of faculty in parks and recreation management, while low by national standards and perhaps low in light of the cost of living in the Miami area, are comparable with others in the Department, the COE, the University, and those in the State University System more generally.

In summary, after building a strong and nationally recognized faculty by 1996, the parks and recreation programs in the Department of HPER at FIU were dealt a severe blow with the departure of two of those faculty, both of whom were very productive. While the temporary and adjunct faculty who have been hired for the 1996-97 year are considerably more than adequate in bringing "real world" perspectives into the classroom, the academic respectability of those programs--both on campus and nationally--depends on the attraction of two strong faculty to replace those who left. Rather than being faulted in any way, the Chair of the Department should be commended for bringing those components of the Department to where they were and establishing sufficient stability in the programs to withstand the transition stresses created by these departures. The ability and willingness of a number of professionals in the area to step in and help is a reflection of their commitment to the program's continuation and an indication of the health of the professional context in which the program resides.

**Facilities and Resources**

While faculty and staff office space in the Golden Panther Arena (GPA) is somewhat cramped, the space is bright and well maintained, and classrooms there are of adequate size to accommodate the student numbers. The Department of HPER is scheduled to move--all or in

part--into the new education building that is scheduled for completion in 1997. This new building will have lounges and rooms for small meetings and seminars, facilities that are currently lacking in the Arena. Moving to the new building also will have the advantage of putting the Department in close proximity with the others units of the COE, thereby making it less likely to be overlooked. It will be important, however, for the Department to hold onto some of the space in the Golden Panther Arena to accommodate graduate student offices and meeting spaces for the students in the classes that will continue to be held there. The park and recreation programs do not require laboratory or clinical facilities at present, and support personnel and budget for office supplies are adequate.

Noticeably deficient, however, according to faculty and students, are adequate library resources dealing with the subjects of parks, recreation, sport management, and therapeutic recreation. The reference holdings are outdated and the journals that are an integral part of the field are mostly unavailable. One of the instructors, who has come to rely on interlibrary loan to get students what they need, referred to the collection at FIU as "dismal" and "woefully inadequate." While the need to restrict acquisitions until the new library has been completed is understandable, the academic programs in parks and recreation are being held back at present as a result.

Computers for faculty are adequate, but no computers are available in the Golden Panther Arena for graduate and undergraduate students at present. Because there will be a computer laboratory in the new Education Building, this need will be addressed. This will be important as instructors seek to make better use of computers for class assignments.

**Responses to Previous Program Review Recommendations**

In 1991, it was recommended that FIU commit itself to the national accreditation of the program in parks and recreation through the hiring of an additional faculty member or move toward phasing out this program within two years. While dramatic administrative changes and the devastation of Hurricane Andrew slowed the process some, the program at FIU had nearly reached the goals of full staffing and national accreditation when two faculty resigned last spring (1996) to take other positions. It is important to point out that neither of these departures was the result of program inadequacies at FIU; both were significant opportunities for personal

advancement. The College of Education has indicated that the two positions vacated by these departures will once again be filled and that a national search will be undertaken to attract top scholars in the field. That achieved, the progress toward accreditation can quickly be resumed, and full accreditation can be expected within two years.

## VI. Strengths, Needs and Recommendations

### *A. Strengths*

1. The current health of the programs in parks and recreation in the Department of HPER at FIU is an indication that even the departure of two top scholars can be endured--at least for a time. The Department Chair holds all the programs together with a good deal of skill and with the confident support of the FIU and College of Education administration, the professional community, and past and continuing students.
2. It is also worth emphasizing that this region of South Florida is virtually peerless with respect to the wealth of the recreation resources it enjoys. These facilities and programs do not endure without attention, however, and the field of recreation and leisure services is the best source of the expertise necessary to expand them in the present and secure them for the future.

### *B. Recommendations*

1. It is recommended therefore that the programs be continued and strengthened with the goal of establishing them as among the strongest in the country.
2. It is recommended that the two open faculty positions be filled immediately with the most highly qualified individuals that can be found. One of the faculty members should be at the senior level. There should be a generalist and one with a specialty in therapeutic recreation in some combination in these positions.
3. When these two new faculty members are in place, this program should move forward with its plans to achieve accreditation. This move is essential for the future of the program. While the Review Team cannot determine a final outcome of accreditation, it seems likely that this program would be accredited when it

achieves a full complement of faculty considering all of the other things that have been done in recent years.

4. The program has made good use of adjunct faculty, and it is recommended that this practice be continued, within certain limits, since good practitioners/ instructors are available in the surrounding area and greatly enhance classroom instruction. It is further recommended that these instructors be encouraged to take full advantage of the services through the Academy for the Art of Teaching at Florida International University.
5. It is recommended that a careful review be conducted of the courses taught at both the graduate and undergraduate levels at the same time. Although these courses seem to have provided appropriate additional high-level experiences for the graduate students, this practice should be kept at a minimum.
6. It is recommended that additional library holdings be added to support these programs.
7. The program has received a substantial amount of external funding through the TRUST grant which has provided important additional support for the program. Even though the lead faculty member has moved to another position, it is recommended that application for the continuation of these grants be explored immediately.
8. There has been some follow-up of graduates of the program, but it is recommended that a system be set in place to survey the success of graduates and use this information to strengthen the program.

## Sport Management, Exercise Physiology, and Athletic Training

It is recommended that the University take a closer look at the sport management, exercise physiology, and athletic training programs which are all listed as tracks under health education or physical education. Exercise physiology enrollment has expanded although only one faculty member and one visiting faculty member are carrying the load for the program. The athletic training program should be reviewed with the purpose of achieving approval/recognition provided by the National Athletic Trainers Association. All of these programs could explore further linkages across the campus with areas like nutrition and other similar programs. There also is a concern indicating that the sport management program in physical education could have a degree designation within parks and recreation since the majority of the course work is in that area. The designation of exercise physiology and athletic training within health education also should be reviewed with the objective of clarifying the labels for these programs.

# APPENDICES

## APPENDIX A

## Parks, Recreation, Leisure & Fitness Studies Program Review

## Lead Consultant and University Consultants

**Lead Consultant**

Dr. Tony A. Mobley
Dean, School of Health, Physical
Education, and Recreation
HPER Building
Indiana University
Bloomington, Indiana 47405

**Florida State University**

Dr. Carol A. Peterson
Professor,
College of Urban Affairs
Department of Leisure Studies
University of Nevada, Las Vegas
4505 Maryland Parkway
Las Vegas, Nevada 89154-3007

Dr. Phillip S. Rea
Professor and Head,
Department of Parks, Recreation,
and Tourism Management
Box 8004
North Carolina State University
Raleigh, North Carolina 27695-8004

Dr. B. Don Franks
Professor and Chairperson,
Department of Kinesiology
112 Long Field House
Louisiana State University
Baton Rouge, Louisiana 70803-7101

**University of Florida**

Dr. Herbert Brantley
Professor Emeritus,
Department of Recreation and Park
Administration
Indiana University
Bloomington, Indiana 47405

Dr. Jerry R. Thomas
Professor of Exercise Science and
Physical Education
Arizona State University
Tempe, Arizona 85287-0404

**Florida International University**

Dr. Douglas A. Kleiber
Professor and Chairman,
Department of Recreation and
Leisure Studies
223 Harman Hall
University of Georgia
Athens, Georgia 30602

**Florida Atlantic University**

Dr. Jere Dee Gallagher
Department Chair and Associate
Professor of Health, Physical &
Recreation Education
160 Trees Hall
University of Pittsburgh
Pittsburgh, Pennsylvania 15261

**APPENDIX B**

## Parks, Recreation, Leisure & Fitness Studies Program Review

## University Coordinators and BOR Coordinator

**University of Florida**

Dr. Jill Varnes
Assistant Dean
College of Health and Human Performance
P.O. Box 118202
University of Florida
Gainesville, FL 32611-8202
Phone: (352) 392-3187x 227
SC: 622-3187
FAX: (352) 392-3186; SC: 622-3186
E-mail: JVARNES@HHP.UFL.EDU

**Florida State University**

Dr. Julie Dunn
Associate Professor
Dept. of Human Services & Studies
Room 215 Stone Building
Florida State University
Tallahassee, Florida 32306-3001
Phone: (904) 644-4244
SC: 284-4244
FAX: (904) 644-4335; SC: 284-4335
E-Mail: JDUNN@GARNET.ACNS.FSU.EDU

**Florida Atlantic University**

Dr. Michael Whitehurst
Associate Dean
College of Education/Davie Campus
Florida Atlantic University
2912 College Avenue
Davie, Florida 33314
Phone: (954) 236-1030
SC: 238-1030
FAX: (954) 236-1050; SC: 238-1050
E-Mail: WHITEHUR@ACC.FAU.EDU

**Florida International University**

Dr. Robert Wolff
Dept. of Health, Physical Education,
and Recreation
College of Education, DM 256
Florida International University
Miami, Florida 33199
Phone: (305) 348-3486
SC: 441-3486
Fax: (305) 348-3571; SC: 441-3571
E-Mail: WOLFFR@SERVAX.FIU.EDU

**BOR Coordinator**

Ms. Dorothy J. Minear
325 W. Gaines Street
Suite 1501
Tallahassee, Florida 32399-1950
Phone: (904) 488-7702
SC: 278-7702
FAX: SC: (904) 922-2014; 292-2014
E-Mail: MINEARD@MAIL.BOR.STATE.FL.US

# APPENDIX C

## SCHEDULE FOR 1996 ACADEMIC PROGRAM REVIEWS BY CIP

### ACADEMIC DEGREE PROGRAMS INVENTORY

Programs Approved by the Board of Regents as of August 1996

LEGEND

B Bachelor's Degree A Advanced Master's Degree P Professional Degree
M Master's Degree S Specialist's Degree
D Doctoral Degree E Engineer Degree

▒ Indicates Limited Access Program

| CIP Codes | Degree Programs | UF | FSU | FAU | FIU |
|---|---|---|---|---|---|
| 31. | PARKS, RECREATION, LEISURE & FITNESS | | | | |
| 31.0301 | Parks & Recreation Mgmt | B M | B M | | B M |
| 31.0505 | Exercise Sci/Physiology/Mvmnt Studies | D | M D S | B M | |
| 13.1314 | Physical Ed Teaching & Coaching | B M | | | |

Note: UF Physical Education program has a track in Exercise and Sport Sciences.



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## APPENDIX D

3/96

*Resume'*

### TONY ALLEN MOBLEY

**OFFICE ADDRESS:**

Dean
School of Health, Physical Education, and Recreation
HPER Building
Indiana University
Bloomington, Indiana 47405
Phone: 812-855-1561

**PERSONAL DATA:**

| | |
|---|---|
| Home Address: | 1022 Nota Drive<br>Bloomington, Indiana 47401<br>812-336-1124 |
| Date of Birth: | May 19, 1938, Harrodsburg, Kentucky |
| Height: | 6 feet Weight: 185 pounds |
| Health: | Excellent |
| Family: | Wife - Betty Weaver Mobley<br>A.B. University of Kentucky<br>M.S. Indiana University<br>Son - Derek Lloyd Mobley<br>Date of Birth: August 27, 1968<br>B.A. Indiana University |

**PROFESSIONAL EXPERIENCE:**

Indiana University, 1976 - Present
***Dean and Professor***, School of Health, Physical Education and Recreation

The School has approximately 1,700 student majors at the undergraduate and graduate levels in its departments and divisions which include the Department of Applied Health Science, the Department of Kinesiology, the Department of Recreation and Park Administration, and the Division of Recreational Sports. The School also serves more than 9,000 students per year in service and elective courses and provides the recreational sports program for the entire campus in which approximately 26,000 students participate. Recent national rankings have placed the School in the top three in the country.

Personnel in the School includes 139 faculty and professional staff; 49 secretarial and support staff; 75 associate instructors and graduate assistants; and a large number of part-time student employees. The annual operating budget for all of the programs within the School of Health, Physical Education, and Recreation is approximately $19 million.

**PROFESSIONAL EXPERIENCE:** (continued)

The school operates extensive facilities serving the academic programs of the School as well as the recreational sports programs for the campus. These include classrooms, laboratories, courts and gymnasia, indoor and outdoor pools, and various athletic fields. In addition, the School has administrative responsibility for the Center on Aging and Aged, Hilltop Gardens, State of Indiana Drug Prevention Resource Center, Hazard Control program of the Navy Sea Safety School, Leisure Research Institute, and a 2300 acre outdoor education area at Bradford Woods.

Bachelor's, Master's, Director's, and Doctoral Degrees are offered through the departments in the areas listed below:

Department of Applied Health Science: School and College Health Education, Occupational Safety, Hazard Control, Safety Management, Public Health Education, Nutrition Science and Dietetics, and Human Development and Family Studies.

Department of Kinesiology: Physical Education, Biomechanics, Exercise Physiology, Adapted Physical Education, Athletic Training, Modern Dance, Coaching, Sports Communication, Sports Marketing and Management, Recreational Sports Administration, Adult Fitness and Cardiac Rehabilitation, Motor Development and Control, and Sport Psychology.

Department of Recreation and Park Administration: Park and Recreation Management, Recreation Leadership and Programming, Outdoor Recreation and Resource Management, Therapeutic Recreation, Recreational Sports Management, Armed Forces Recreation, Commercial Recreation, and Tourism.

Related Activities at Indiana University:

Participate in the administration of the Indiana University System and the Bloomington Campus in particular through regular meetings with the President of the IU System, Chancellor of the Bloomington Campus, and other Deans and Directors.

Work with the Indiana University Foundation and the Indiana University Alumni Association on total University activities as well as the programs specifically for the School of Health, Physical Education, and Recreation.

Examples of other specific activities include:

Policy Committee, Center on Philanthropy
Vice Chancellor's Budget Advisory Committee
Co-Chair, Campus United Way Campaign
Chair, Telecommunication Committee
Chair, Review Committee for campus Physical Plant Division
Various Research Committees and Review Committees for other university officials and programs.

**PROFESSIONAL EXPERIENCE:** (continued)

The National Institute for Fitness and Sport
President (part-time) 1984 - 1988 and Board of Trustees, 1984 to 1993

Provided the leadership for a small group in Indianapolis, Indiana, to develop and establish the Institute. This included identifying funds, purchasing land, constructing a $12 million facility and employing the professional staff. It functions with the support of several state and national organizations including Indiana University.

The Pennsylvania State University, 1972 - 1976
Chairman, Recreation and Parks
Professor, 1975 - 1976; Associate Professor, 1972 - 1975
This program included approximately 850 undergraduate and graduate students and 26 full-time and 8 part-time faculty members. In addition to administrative responsibility for the entire program, this position involved teaching at the graduate and undergraduate levels and advising graduate student research.
Related Activities at the Pennsylvania State University:
Advisory Committee to the Center for Study of Environmental Policy
Committee on Graduate Programs in Adult/Continuing Education
Committee on Administration on Aging Trainee Grant with the Gerontology Center
Numerous continuing Education Activities and Workshops

Fellow, Academic Administration Internship Program of the American Council on Education. Selected as one of 35 individuals assigned to universities in all parts of the United States for in-depth training in university administration. For the academic year, 1970-71, the assignment was to the Office of the Chancellor and Provost at North Carolina State University, Raleigh, North Carolina. There was opportunity for experience and extensive study of academic administration in almost every aspect of university administration.

Western Illinois University, 1965 - 1972
Chairman, Department of Recreation and Park Administration, 1968 - 1972
Associate Professor, 1969 - 1972; Assistant Professor, 1965 - 1969

Provided leadership in the establishment of a Department of Recreation and Park Administration. The program was developed from two courses to a full curriculum up through the masters with 240 students and 10 faculty members. Participated in the establishment of the College of Health, Physical Education and Recreation.

**PROFESSIONAL EXPERIENCE:** (continued)

Related Activities at Western Illinois University:

The Department of Recreation and Park Administration participated in a National Pilot Project to establish a National Accreditation program for Park and Recreation Education
President's Advisory Committee
Faculty Constitution Revision Committee
Financial Aids Committee
Selection Committees for: President of the University; Dean, College of Business; Dean, College of Health, Physical Education and Recreation

Related Professional Experiences:

Camp Director, Lexington, Kentucky, YMCA, Summer 1965
Elementary Teacher, Coach and Head Teacher, Unionville, Indiana, 1964 - 1965
Graduate Assistant, Indiana University, 1963 - 1964
Recreation Assistant, Crescent Hill Baptist Church, Louisville, Kentucky, 1961 - 1963
Director of Recreation, Ridgecrest Assembly, Ridgecrest, North Carolina, Summers 1962 and 1963
Aquatic Director, Department of Parks and Recreation, Lexington, Kentucky, 1961
Graduate Assistant, Indiana University, 1960 - 1961
Assistant Physical Director, Lexington, Kentucky, YMCA, 1957 - 1960

**FUNDRAISING AND DEVELOPMENT EXPERIENCE:**

The Office of Development and External Affairs in the School of Health, Physical Education, and Recreation was established on a part-time basis in 1984. In January 1995, the office became a full-time fundraising unit encompassing annual giving, major gifts, and several public relations events and publications. For the 1995 calendar year, the School received over a quarter of a million dollars in gifts from nearly 1500 donors. In addition, the School is currently embarking on a $4 million endowment campaign.

**EDUCATION:**

Re.D. Doctor of Recreation, 1965, Indiana University, Bloomington, Indiana (Major Area: Recreation and Park Administration - Minor Area: Education)
M.R.E Religious Education, 1963, Southern Seminary, Louisville, Kentucky
M.S. Recreation and Park Administration, 1962, Indiana University, Bloomington, Indiana
B.S. Physics and Physical Education, (Cum Laude), 1960, Georgetown College, Georgetown, Kentucky

COMMUNITY AND STATE SERVICE ACTIVITIES:

Board of Directors, Monroe County United Way, 1994 - Present
Governor's Council for Physical Fitness and Sports, State of Indiana, 1991-Present
United Way, Co-Chair, Indiana University Campus Campaign, 1990 -1992
Board of Trustees, National Institute for Fitness and Sport, 1984 - 1993
Board of Directors, International Institute of Sports Science and Medicine, Indianapolis, 1981 - 1987
Vice President, Indiana Sports Corporation, 1983 - 1989
Steering Committee, White River Park State Games, Indiana, 1982 - Present
Chairman, Health Advisory Council, White River Park Commission, State of Indiana, 1979 - 1988
Health Science and Technology Advisor Committee, State of Indiana, 1984 - 1986
Board of Directors, Monroe County YMCA, 1984 - 1988
Public School Committees and Foundation Board, Monroe County Community School Corporation, 1980 - 1981
Task Force on Community Education for State College Area Schools, State College, Pennsylvania, 1974 - 1975
Boy Scouts of America District Council Committees, Macomb, Illinois, 1969 -1972
Numerous Church related activities in each community of residence

AWARDS AND HONORS:

R. Tait McKenzie Award, American Alliance of Health, Physical Education, Recreation, and Dance, 1996.
Who's Who in America, 1989-90 to Present
Honor Award, Association for Research, Administration, Professional Councils and Societies, with the American Alliance of Health, Physical Education, Recreation, and Dance, 1994.
Honor Award, College and University Administrators Council, American Alliance of Health, Physical Education, Recreation and Dance, 1986.
J.B. Nash Scholar Lecture, American Association of Leisure and Recreation, 1985
Outstanding Professional Award, Indiana Park and Recreation Association, 1985.
Honor Award, American Association of Leisure and Recreation, 1984
Special Citation, Armed Forces Recreation Society, 1984.
Alumni Achievement Award, Georgetown College, 1983
Honorary Fellowship Award for Outstanding Service, Wisconsin Park and Recreation Society, 1982
National Distinguished Professional Award, National Recreation and Park Association, 1981
American Academy for Park and Recreation Administration, Charter Member, 1981
Sagamore of the Wabash, State of Indiana, 1981
Academy of Leisure Science, Founding Fellow, 1980
Distinguished Fellow Award, Society of Park and Recreation Educators, 1978
Special Service Citation, National Recreation and Park Association, 1978
Garrett G. Eppley Alumni Recognition Award, Indiana University, 1975
Kentucky Colonel, Commonwealth of Kentucky, 1960

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:

American Alliance of Health, Physical Education, Recreation, and Dance
American Academy for Park and Recreation Administration
Academy for Leisure Science

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:** (continued)

Association for Research, Administration, Professional Councils and Societies
College and University Administrator's Council
National Recreation and Park Association
Society of Park and Recreation Educators
Indiana Association of Health, Physical Education, Recreation and Dance
Indiana Park and Recreation Association
Phi Delta Kappa

**PROFESSIONAL ACTIVITIES:**

American Academy for Park and Recreation Administration
*President*, 1985-1986
President Elect, 1984-1985
Board of Directors, 1980-1984

National Recreation and Park Association
*President*, 1978 - 1979
Vice President, Professional, 1977 - 1978
Board of Trustees, 1976-1979
National Congress Program Committee, 1989-1991
Chairman, National Congress Program Committee, 1990
Chairman, Research Committee, 1977 - 1979
Chairman, National Awards Committee, 1976 - 1977
Long Range Planning Committee, 1981 - 1985
National Council, 1973 - 1976
Chairman, Selection Committee for the Editor of the Journal of Leisure Research, 1975
Committee on Professional Development, 1970
Chairman, Committee on Student Programs, 1969, Congress for Recreation and Parks

National Council on Accreditation, 1979 - 1987
Sponsored by: National Recreation and Park Association, and American Association for Leisure and Recreation.
Coordinated all activities resulting in recognition by the Council on Post Secondary Accreditation.

Society of Park and Recreation Educators, National Recreation and Park Association
Chairman, Council of Past Presidents, 1984 -1985
*President*, 1974 - 1975
President-Elect, 1973 - 1974
Board of Directors, 1972 - 1973 and 1969 - 1970
Chairman, Committee on Five-Year Goals Statement for Society of Park and Recreation Educators, 1973
Chairman, Constitution Committee, 1972
Chairman, National Professional Registration Committee, 1969 - 1970

**PROFESSIONAL ACTIVITIES:** (continued)

American Alliance of Health, Physical Education, Recreation and Dance
Chair, AAHPERD National Marketing/Advocacy Committee, 1994 to present
***President***, Association for Research, Administration, Professional Councils and Societies, 1986-87
President-Elect, Association for Research, Administration, Professional Councils, and Societies, 1985 - 1986
Board of Directors, Association for Research, Administration, Professional Councils, and Societies, 1984 - 1985
Chairman, College and University Administrators Council, 1983-84
Executive Vice President, Search Committee, 1986, 1988 and 1990-91
Finance Committee, AAHPERD, 1982 - 1985 and 1990 - 1992
Advisory Board, Journal of Physical Education, Recreation, and Dance, 1984
Editorial Board, Leisure Today, American Association of Leisure and Recreation, 1982 - 1986

National Athletic Trainers Association
Board of Directors, Research Education Foundation, 1991-Present

Illinois Park and Recreation Society, 1965 - 1972
President-Elect, 1972
Board of Directors, 1968 - 1970
Chairman, Illinois Council on Professional Field Practicum, Internships and Education, 1970
Chairman, Recruitment and Scholarship Committee, 1967 - 1968
Research and Education Committee and the Editorial Committee, 1967 -1968
***President*** Campus Chapter, Phi Delta Kappa, Western Illinois University, 1968 -1969

Participated in numerous programs at national and state conferences of the American Alliance of Health, Physical Education, Recreation, and Dance; National Recreation and Park Association; Pennsylvania Recreation and Park Society; Indiana Park and Recreation Association; Illinois Park and Recreation Society; and the Indiana Association of Health, Physical Education, Recreation, and Dance.

Served on accreditation teams and curriculum consultant including the University of Illinois, University of Missouri, University of Minnesota, Florida State University, Southern Illinois University, Ithaca College, Columbus College, West Virginia State College, West Virginia University, the University of North Carolina at Chapel Hill and at Greensboro, North Carolina State University, Eastern Kentucky University, University of Utah, Arizona State University - West, and the State University System of Florida.

Served as consultant to numerous communities, schools, park districts, and recreation and park departments.

Consulting Editor with John Wiley and Sons, Publishers, New York, 1973 - 1985.

Consulting Editor, Benchmark Press, Indianapolis, Indiana, 1985 - 1994.

**INTERNATIONAL ACTIVITIES:**

Keynote Speaker, "Leadership in Recreation Management," International Recreation Management Conference, Hong Kong Baptist University, Hong Kong, December 29, 1995.

Commencement Address, National College of Physical Education and Sport, Taipei, Taiwan, June 2, 1992

Keynote Lecture, Seminar on Sports and Recreation, Republic of China Sports Federation, Taipei, Taiwan, May 11, 1990

Lectures and Seminars, Beijing Institute of Physical Education, Beijing, People's Republic of China, March 1-10, 1989

Keynote Speaker, European Recreation Society Annual Conference, Willingen, West Germany, November 6, 1984

Developed and negotiated international exchange agreements for the School of HPER at Indiana University with:

Beijing Institute of Physical Education, 1989
Loughborough University of Technology, Loughborough, England, 1989
The National College for Physical Education and Sports, Taipei, Taiwan, 1990
Hungarian University of Physical Education, Budapest, Hungary, 1995
Nanyang Technological University, School of Physical Education, Singapore, 1996
Hong Kong Baptist University, Department of Physical Education, 1996

Additional travel for professional and personal activities in the following countries: Austria, Belgium, Canada, China, England, Finland, France, Germany, Greece, Hong Kong, Hungary, Italy, Japan, Mexico, Netherlands, Scotland, Singapore, Switzerland, and Taiwan.

**EXAMPLES OF RECENT PRESENTATIONS AND SPEECHES:**

"Fundamental Cultural Change: Healthful Living, Fitness and Sport, and Leisure Lifestyles," Eleventh Annual D. K. Stanley Lecture Series, University of Florida, Gainesville, Florida, February 7, 1996.

"Progress With Perspective," Michigan Recreation and Park Association, Grand Rapids, Michigan, February 4, 1996.

"Leadership in the Next Century in Parks, Recreation, and Leisure Services," West Virginia Recreation and Park Association, Morgantown, West Virginia, November 9, 1995.

"New Ways for New Days," Southeastern Wisconsin Parks and Recreation Council, Milwaukee, Wisconsin, November 4, 1995.

"Parks and Recreation in the 21st Century," Florida Recreation and Park Association, Annual Conference, Tampa, Florida, September 9, 1994.

**EXAMPLES OF RECENT PRESENTATIONS AND SPEECHES:** (continued)

"The Administrator Looks at the Rhetoric," College and University Administrators Council, Summer Conference, Nashville, Tennessee, July 16, 1994.

"Alternative Models for Rewarding and Recognizing Faculty," American Alliance of Health, Physical Education, Recreation, and Dance, Denver, Colorado, April 13, 1994.

"Parks and Recreation: The 21st Century," Wisconsin Park and Recreation Association, Madison, Wisconsin, November 10, 1993.

"The Changing Environment for Managers in the World of Philanthropy," Philanthropy and Americans Outdoors Workshop, Bureau of Land Management, Portland, Oregon, October 28, 1992.

"Commencement Address," National College of Physical Education and Sport, Taipei, Taiwan, June 2, 1992.

"Seeking Foundation and Corporate Support," Philanthropy and American Outdoors Workshop, Anchorage, Alaska, May 14, 1992.

"Centrality Means Being Significantly Connected To Societal Problems and Cultural Changes," College and University Administrators Council, South Lake Tahoe, Nevada, July 12, 1991.

"HPERD And A Fundamental Cultural Change," Clifford G. Lewis Colloquium Lecturer, University of Georgia, May 14, 1991.

"Administrative Advantages and Disadvantages of Discrete and Non-Discrete School Structures," College and University Administrators Council, Houston, Texas, July 13, 1990.

"The Significance of Recreation and Sports," Seminar on Sport and Recreation, Republic of China Sport's Federation, Taipei, Taiwan, May 11, 1990.

"Accreditation: The NRPA Model," American Alliance for Health, Physical Education, Recreation, and Dance. National Convention. New Orleans, Louisiana, March 28, 1990.

"Current Issues and Trends in Higher Education," University of Southern Mississippi. March 27, 1990.

"Current Issues and Future Trends in Higher Education Administration," National Association for Physical Education in Higher Education, San Diego, California, January 3, 1990.

"Current Issues and Future Trends in Higher Education Administration," Midwest District Conference, American Alliance of Health, Physical Education, Recreation, and Dance, Charleston, West Virginia, February 16, 1989.

"Wellness and a Central Theme for HPER," Illinois Association for Professional Preparation in Health, Physical Education, and Recreation, Allerton Park, Illinois, February 4, 1989.

**EXAMPLES OF RECENT PRESENTATIONS AND SPEECHES:** (continued)

"Nationwide Trends in Outdoor Recreation," Midwest Regional Land and Water Conservation Fund Grants Workshop, Indianapolis, Indiana, July 21, 1987.

"Leisure and the Religious Experience," Cultural Arts Lecture, Mount Olive College, North Carolina, February 12, 1987.

"Leaders: Can You Make a Difference?," Annual Conference, Indiana Association of Health, Physical Education, Recreation and Dance, Terre Haute, Indiana, October 30, 1986.

"Leadership That Makes A Difference," Visiting Scholars Program, University Center in Georgia, May 6, 1986.

"Quality Services = Quality Life," Municipal and County Recreation Directors Conference,North Carolina, February 12, 1986.

"Leadership in a Dynamic University," Faculty Development Conference, University of Wisconsin - Stout, Menomonie, Wisconsin, January 14, 1986.

"So You Think You're a Leader," Midwest District Leadership Conference, AAHPERD, Angola, Indiana, September 19, 1985.

"Leisure and Recreation: Time To Reconceptualize!," J.B. Nash Scholar Lecture, American Association of Leisure and Recreation, Atlanta, Georgia, April 20, 1985.

"Future Directions in Health, Physical Education and Recreation," Faculty Seminar, Purdue University, April 4, 1985.

"What Are The Megatrends in Recreation?" and "Professional Preparation Is Changing for the 21st Century," European Recreation Society Annual Conference, Willingen, West Germany, November 6, 1984.

"Trends in Recreation Today," United States Air Force - Europe - Recreation Center Directors Workshop, Rhein Main, Frankfurt, West Germany, November 4, 1984.

"Leisure in the 1980's," Air Force Recreation Directors Workshop, Bloomington, Indiana, May 29, 1984.

"Recreation and Parks Move Toward 2000," Annual Student Awards Banquets, Eastern Illinois University, Charleston, Illinois, April 27, 1984

"Trends in Recreation Today," Army Recreation Professional Officers and Civilians, Fort Benjamin Harrison, Indiana, February 9, 1984 and May 10, 1984.

"United States Fitness Academy" (Description and Interpretation)

National Symposium on Mobilization of Fitness Through Recreation, Myrtle Beach, South Carolina, March 5, 1984.

**EXAMPLES OF RECENT PRESENTATIONS AND SPEECHES:** (continued)

Department of Defense Committee on Physical Fitness, Fort Benjamin Harrison, Indiana, February 15, 1984.

Athletic Purchasing and Facilities Conference, Chicago, Illinois, December 9, 1983.

Forum to Expand the Health Movement: Nutrition- Physical Fitness- Sports Medicine, Indianapolis, Indiana, November 22, 1983.

"Concept of the United States Fitness Academy," Symposium Briefing by the National Fitness Foundation, Indianapolis, Indiana, September 19, 1983.

"Recreation and Physical Fitness in Today's Society," Downtown Kiwanis Club, Indianapolis, Indiana, August, 19, 1983.

"Leisure 2000 and Professional Issues," Brigham Young University, July 14, 1983.

"Where Do We Go From Here? The Profession," American Alliance of Health, Physical Education, Recreation, and Dance, Minneapolis, Minnesota, April 10, 1983.

"Recreation in Higher Education – Survival in the 80's," American Alliance of Health, Physical Education, Recreation, and Dance, Minneapolis, Minnesota, April 9, 1983.

"An Opportunity for Increased Education in the 80's," Kentucky Recreation and Park Society, Lexington, Kentucky, December 13, 1982.

"Future Directions in Health, Physical Education, and Recreation," Tennessee Association for Health, Physical Education, and Recreation, Murfreesboro, Tennessee, November 20, 1982.

"Are You Ready to Be Counted?" Wisconsin Park and Recreation Association, LaCrosse, Wisconsin, November 9, 1982.

"The Future of Leisure Services," Graduate Seminar, Department of Leisure Studies, University of Illinois, March 5, 1982.

"Planning for HPERD for the Years 1990-2000," Faculty Retreat, School of Health, Physical Education, and Recreation, Indiana State University, February 5, 1982.

"Natural Resources and the Future," Buffalo Riders, Indiana Department of Natural Resources, Clifty Falls State Park, October 31, 1981.

"Shifting Leisure Patterns: Our Challenge," U.S. Air Force Training Session, Minneapolis, Minnesota, October 23, 1981.

"Perspective on Research," Symposium III on Parks and Recreation, Leroy Springs and Co., Myrtle Beach, South Carolina, September 22, 1981.

"Recreation and Western Illinois University: Past, Present and Future," Reflections '81 Alumni Banquet, Western Illinois University, April 30, 1981.

**EXAMPLES OF RECENT PRESENTATIONS AND SPEECHES:** (continued)

"The Best is Good Enough For Me," Honors Banquet, Clemson University, March 31, 1981.

"Leisure Services Needs for the Future," Great Lakes Park Training Institute, Pokagon State Park, Indiana, February 26, 1981.

"Dilemmas, Decisions, and Dreams," Illinois Association for Professional Preparation in Health, Physical Education, and Recreation, Allerton House, Monticello, Illinois, February 13, 1981.

"Challenge of the 80's in Health, Physical Education, and Recreation," Richard J. Donnelly Lecture, University of Minnesota, April 21, 1980.

"Parks and Recreation and the Emerging Giant," Annual Parks and Recreation Banquet, North Carolina State University, January 22, 1981.

"Intramural-Recreational Sports in the 80's," National Intramural-Recreational Sports Association Conference, El Paso, Texas, April 20, 1980.

"Leisure Challenges in the 80's," National Recreation and Park Association, Southern Regional Conference, Lexington, Kentucky, March 30, 1980.

"Values of Recreation and Leisure," Air TYCOM Quality of Life Seminar, Naval Air Force, U.S. Pacific Fleet, San Diego, California, February 13, 1980.

Numerous other similar presentations are made each year.

**RESEARCH:**

Research on Wellness and Health Promotion; Semester Sabbatical Leave, 1987: Visited thirteen universities and research institutes in United States and Europe. A plan for a wellness and health promotion program is now under development.

A Study of the Faculty in Recreation, Parks, and the Leisure Services; A national study (similar to Ladd and Lipset) with David R. Austin and Theodore R. Deppe, 1981.

Attitudes of Elected Officials Toward Recreation, Parks, and Leisure Services in the State of Indiana, with James A. Peterson and Barbara Hawkins, 1979.

Editor, "Research Update" (Regular Column), Parks and Recreation, Volume 13, Number 8, August, 1978 to August, 1979.

A Study of Leisure Patterns of Probationers and Parolees, with Martin Panik, the Pennsylvania State University, 1976.

"A Study of the Relationship of Leisure Attitudes and Participation in Community Recreation Program," with John Neulinger and Stephen Light, Unpublished Manuscript, Recreation and Parks, The Pennsylvania State University, 1975.

**RESEARCH:** (continued)

An Integrative Review of Research in Church Recreation and Related Areas, (Edited Monograph) Penn State HPER Series No. 8, College of Health, Physical Education, and Recreation, The Pennsylvania State University, 1975, 202 pp.

Attitudes Toward the Relationship of Recreation and the Christian Religion, Doctoral Dissertation, Indiana University, 1965, 213 pp.

**PUBLICATIONS:**

"Accreditation Becomes of Age," Trends, Volume 30, November 3, National Park Service and The National Recreation and Park Association, 1993, pp. 21-26.

"Strong Leisure Ethic Can Improve Quality of Life, Lower Health Costs," (Guest Columnist), The Herald-Times, September 4, 1993

"The 21st Century-Part II," with Robert F. Toalson, Parks and Recreation, National Recreation and Park Association, May 1, 1993, 56-60 pp.

Parks and Recreation in the 21st Century - Chapter Two, with Robert F. Toalson, (Edited Monograph) National Recreation and Park Association, 1993, 239 pp.

"The 21st Century-Part I," with Robert F. Toalson, Parks and Recreation, National Recreation and Park Association, September, 1992, 100-105 pp.

Parks and Recreation in the 21st Century - Chapter One, with Robert F. Toalson, (Edited Monograph) National Recreation and Parks Association, 1992, 120 pp.

A review (Waiting for the Weekend by Witold Rybezynski, Viking, 1991, 260 pp) Leisure Sciences, Volume 14, Number 2, Taylor and Francis, 1992, 168-171 pp.

"Current Issues and Trends in Higher Education," Update, American Alliance for Health, Physical Education, Recreation, and Dance, December, 1989, p8.

"Leaders; Can You Make a Difference?," IAHPERD Journal, Volume 16, Number 2, Indiana Association of Health, Physical Education, Recreation, and Dance, Spring, 1987, pp. 6-9.

"The Quest for COPA Recognition," with Donald D. Henkel, Parks and Recreation, National Recreation and Park Association, November, 1986, 50-54 pp.

"Thoughts on Management and Leadership," Journal of Park and Recreation Administration, Volume 4, Number 1, American Academy for Park and Recreation Administration, 1986, viii-x pp.

"Information Retrieval and Application," (Chapter), Dougherty, N.J., and Bonanno, D., Management Principles in Sport and Leisure Services, Burgess Publishing Co., Minneapolis, 1985, 212 pp.

**PUBLICATIONS:** (continued)

"Faculty Development for A Maturing Profession," Leisure Sciences, Volume 6, Number 3, Crane, Russak, and Co., New York, 1984, pp. 351 - 358.

"Agenda For 2001," Selected Papers for Directions 2001:Designing Our Preferred Future, Special Institute of the 1984 Congress for Recreation and Parks, October, 1984, pp. 17-27.

"A Survey of Therapeutic Recreation Faculty Members and Their Colleges," with David R. Austin and Theodore R. Deppe, Expanding Horizons in Therapeutic Recreation IX, edited by Gerald Hitzhusen, University of Missouri, 1984, pp. 66-77.

"Leisure 2000 and Professional Issues," (Chapter), Gillespie, G.A., (editor), Leisure 2000: Scenarios for the Future, University Printing Services, University of Missouri, 1983, pp. 62-77.

"Release for a Lifetime," Church Recreation, Volume XIII, Number 1, Sunday School Board of Southern Baptist Convention, Nashville, Tennessee, January, February, and March, 1983, pp. 6-7.

"Leisure Counseling: A New Profession," National Forum, The Phi Kappa Phi Journal, Volume LXII, Number 3, Summer, 1982, pp. 16-17.

"Who Are the Profs?," with David R. Austin and Theodore R. Deppe, News Focus, Parks and Recreation, National Recreation and Park Association, November, 1981, pp. 7 and 11.

"Ranking of University Professional Preparation Programs in Parks and Recreation," with David R. Austin and Theodore R. Deppe, Research Update, Parks and Recreation, National Recreation and Park Association, September, 1981, pp. 28-32.

"Key to Fruitful Leisure: A Change of Pace," U.S. News and World Report, August 10, 1981.

"Practitioner/Researcher: A Team," Parks and Recreation, National Recreation and Park Association, April, 1980, pp. 40-41 and 72.

"Leisure and the University Campus: A Holistic Viewpoint," Leisure Today, American Alliance of Health, Physical Education, Recreation, and Dance, April, 1980, pp. 3-4 and 60.

"Holistic Concept of Recreational Sports," Journal of the National Intramural-Recreational Sports Association, Volume 4, Number 2, February, 1980, pp. 40-42.

"Attitudes of Elected Officials Toward Recreation, Parks and Leisure Services," with James A. Peterson and Barbara Hawkins, Profile, No. 3, Fall Issue, Indiana Park and Recreation Association, 1979, pp. 8-9, reprinted in the Bulletin of Washington Recreation and Parks Association, Fall, 1980, pp. 24-25.

"A Look at Ourselves," Parks and Recreation, National Recreation and Park Association, September, 1979, pp. 43-46 and 82.

**PUBLICATIONS:** (continued)

"Research is Practical," Parks and Recreation, Volume 13, Number 8, National Recreation and Park Association, August, 1978, p. 48.

Educating for Leisure-Centered Living, revision of earlier book by Charles K. Brightbill, John Wiley and Sons, Inc., Publishers, New York, 1977, 128 pp.

"Leisure Patterns of Probationers and Parolees," (Chapter 17), with Martin A. Panik, Leisure Counseling: An Aspect of Leisure Education, Charles C. Thomas Publisher, Springfield, Illinois, 1977, pp. 251-257.

"The Bottle and the Tube: Leisure for the Convicted," with Martin A. Panik, Parks and Recreation, Volume 12, Number 3, National Recreation and Park Association, March, 1977, pp. 28-30 and 54-55.

"Leisure and Professional Preparation," Profile, No. 4, Winter Issue, Indiana Park and Recreation Association, 1976, pp. 26-27.

"Leisure Attitudes and Program Participation," with John Neulinger and Stephen S. Light, Parks and Recreation, Volume 11, Number 12, National Recreation and Park Association, December 1976, pp. 20-22.

A Review (Leisure Services by Sessoms, Meyer, and Brightbill, 5th edition, Prentice Hall, 1975), Journal of Leisure Research, Volume 8, Number 3, National Recreation and Park Association, 1976, pp. 199-200.

"Attitude Dimensions of Leisure in a Student Population," with John Neulinger and Stephen S. Light, Journal of Leisure Research, Volume 8, Number 3, National Recreation and Park Association, 1976, pp. 175-176.

"Philosophical Thought," Parks and Recreation, Volume 11, Number 7, National Recreation and Park Association, July, 1976, pp. 16-17 and 91-95.

"Leisure and Professional Preparation," Pennsylvania Recreation and Parks, Volume VII, Number 4, Pennsylvania Recreation and Parks Society, January, 1976, pp. 12-13.

An Integrative Review of Research in Church Recreation and Related Areas, (Edited Monograph) Penn State HPER Series No. 8, College of Health, Physical Education, and Recreation, The Pennsylvania State University, 1975, 202 pp.

"The Four Day Work Week," with Don Hellreigel, Parks and Recreation, Volume IX, Number 11, National Recreation and Park Association, November, 1974, pp. 16-17 and 38-40.

"Flooding the Market?" with Geoffrey C. Godbey, Pennsylvania Recreation and Parks, Volume VI, Number 3, Pennsylvania Recreation and Parks Society, November, 1974, pp. 9 and 15-16.



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A review (Managing Municipal Leisure Services by Lutzin and Storey, editors, International City Managers Association, 1973), Parks and Recreation, Volume IX, Number 3, National Recreation and Park Association, March, 1974, pp. 60-62.

A review (Education for Leisure by Corbin and Tait, Prentice-Hall, Inc., 1973), Gerontologist, Gerontological Society, Winter, 1973, pp. 530-53.

"Impacts of Leisure," Communique, Volume III, Number 9, National Recreation and Park Association, September, 1972, pp. 5-6.

"A View From Central Administration," Communique, Volume III, Number 1, National Recreation and Park Association, January, 1972, pp. 8-9.

"Selecting the Department Chairman," Educational Record, Volume 52, Number 4, American Council on Education, Fall, 1971, pp. 321-327.

"Man Power: Instant Experience and Efficiency," Illinois Parks and Recreation, Volume II, Number 2, Illinois Park and Recreation Society, and Illinois Association of Park Districts, March-April, 1971, pp. 18-19 and 21.

A review (Community Recreation by Meyer, Brightbill and Sessoms, 4th Edition, Prentice-Hall, 1969), Journal of Leisure Research, National Recreation and Park Association, Volume II, Number 4, Fall, 1970, p. 269.

"Professional Preparation and Manpower Demands," Illinois Parks, Volume 26, Number 2, Illinois Association of Park Districts, March-April, 1970, pp. 63-64.

"Leisure: Challenge and Responsibility," The Westerner, Volume 22, Number 3, Western Illinois University, March, 1970, pp. 3-5.

"Revitalizing Recruitment," with Verhoven, Peter, J., KAHPER Journal, Volume 6, Number 1, Kentucky Association of Health, Physical Education, and Recreation, November, 1969, pp. 4-5.

"Getting Started in Sports," Church Recreation, Volume 10, Number 1, Sunday School Board of Southern Baptist Convention, Nashville, Tennessee January, February, March, 1969, pp. 14-15.

"Educating for Leisure," Parks and Recreation, Volume III, Number 11, National Recreation and Park Association, November, 1968, pp. 41-42

"Out of the Frying Pan...Into the Fire," Illinois Park and Recreation Quarterly, Volume III, Number 4, Illinois Park and Recreation Society, Cicero, Illinois, Fall, 1968, p. 6.

"A Career in Recreation and Park Administration," Illinois Journal of Health, Physical Education, and Recreation, Volume I, Illinois Association of Health, Physical Education, and Recreation, Winter, 1968, p. 4.

**PUBLICATIONS:** (continued)

"Recreation and Park Administration Curriculum," Illinois Journal of Health, Physical Education, and Recreation, Volume I, Illinois Association of Health, Physical Education, and Recreation, Winter, 1968, p. 4.

"A New Curriculum in Recreation and Park Administration," Illinois Park and Recreation Quarterly, Volume III, Number 1, Illinois Park and Recreation Society, Cicero, Illinois, Winter, 1968, p. 9.

"Help! Recruitment Plan for IPRS," Illinois Park and Recreation Quarterly, Volume II, Number 4, Illinois Park and Recreation Society, Cicero, Illinois, Fall, 1967, p. 12.

"Leisure Challenges the Church," Illinois Park and Recreation Quarterly, Volume II, Number 1, Illinois Park and Recreation Society, Cicero, Illinois, Winter, 1967, p. 18.

"Make Camp Objectives Specific!" Camping Magazine, Volume 38, Number 7, American Camping Association, Martinsville, Indiana, September-October, 1966, p. 29.

"About Fun, Let's Get Serious," The Baptist Program, Executive Committee of the Southern Baptist Convention, Nashville, Tennessee, August, 1966, p. 29.

"Proposed Recreation Curriculum," The Westerner, Volume 18, Number 3, Western Illinois University, Macomb, Illinois, March, 1966, pp. 12-13.

"A Church's Responsibility in Educating Its People For the Proper Use of Leisure," Church Recreation, Volume VII, Number 1, Sunday School Board of Southern Baptist Convention, Nashville, Tennessee, January, February, March, 1966, p. 7.

"The Challenge of Coaching Church Sports," Church Recreation, Volume III, Number 4, Sunday School Board of Southern Baptist Convention, Nashville, Tennessee, October, November, December, 1962, pp. 26 and 50.